



**HILLSBORO HIGH SCHOOL**

**2011 - 2012**

**SENIOR HANDBOOK**

# TABLE OF CONTENTS

|  | Page(s) |
|--|---------|
| 1. RESPONSIBILITIES, DATES & CALENDARS | 3 – 8   |
| 2. COLLEGE TESTING (ACT & SAT)         | 9 – 12  |
| 3. PLANNING YOUR COLLEGE VISITATION    | 12 – 19 |
| 4. COMMUNITY COLLEGE OPTION            | 20      |
| 5. COLLEGE INFORMATION REQUEST LETTER  | 21      |
| 6. CHOOSING YOUR COLLEGE               | 22 – 24 |
| 7. THE APPLICATION PROCESS             | 25 – 28 |
| 8. THE INTERVIEW                       | 29 – 34 |
| 9. THE ESSAY                           | 35      |
| 10. SCHOLARSHIPS                       | 36 – 37 |
| 11. SCHOLARSHIP RESOURCES              | 38 – 40 |
| 12. SCHOLARSHIP SCAM ALERT             | 41      |
| 13. ELIGIBILITY FOR COLLEGE SPORTS     | 42      |
| 14. TALKING TO THE COACH               | 43      |
| 15. APPRENTICESHIPS                    | 44      |
| 16. MILITARY                           | 45 – 46 |
| 17. VOCATIONAL & TECHNICAL SCHOOLS     | 47      |
| 18. HELPFUL WEBSITES                   | 48      |

Statistics show that 90% of all graduating seniors get but one opportunity for post secondary training or education. In essence, this means that if we don't take advantage of the opportunity to further our education when leaving high school, we won't get a second chance. Decisions poorly selected or arrived at during the senior year most likely will come back to "haunt you the rest of your life". We must all plan carefully now, to succeed later.

Seniors must realize that a High School Diploma qualifies you for absolutely nothing, except more training or education. For those students who think they are going to graduate one day and have a job next month --- guess again. It won't happen that way. You must be willing to take advantage of a post high school opportunity if you expect to succeed.

As a high school senior, you must take the initiative to see me. I'm not going to run you down in the hall, or put pressure on you to do something that you don't want to do. Seniors should follow the following agenda for the school year:

1. Visit with your counselor regarding future plans. September – November, (at least twice). Appointments can be set-up with Ms. Holub, the high school counselor.
2. Seniors have 4 test dates to take the ACT: April, June, October, and December. June is the best test date (end of the junior year). Retesting should occur in October, and if for some reason you missed April, June, or October then December is available. Although other test dates are available, test results will not be back in time to apply for academic scholarships. Unless you have a composite ACT score of at least 23-24 (4 year school) you probably will not qualify for an academic scholarship. Students planning to attend 2 year community colleges may receive a scholarship with a minimum composite ACT score of 21.
3. Students should be aware that talent in the 3 A's? (Academic, Athletics, or the Arts) are the only areas where scholarship funds are available. You must be well above the average in any of these areas to receive a scholarship. The most difficult of these areas to receive a scholarship is in Athletics, second is Academics, and third is the Arts. Most scholarships are not based on financial need. They are based strictly on ability. You potentially could qualify for one or two of these scholarships regardless of family income. Colleges look at 3 things in awarding Academic Scholarships: (1) Composite ACT, (2) Cumulative GPA, and (3) involvement in high school extra-curricular activities. They want well-rounded students.
4. Applications for scholarships must be typed and sent to respective colleges or universities during the months of November – February depending on the college you plan to attend – it does vary.
5. Almost any student who plans to attend college, a vo-tech, or business school can qualify for a student loan. All loans are based on the FFS (Family Financial Statement), which is to be completed by March 1.
6. All seniors who plan to join a branch of the Armed Forces after graduation should plan to take the ASVAB test. The military service is an excellent opportunity to build a college fund of over \$20,000 for just 3 years of service time. Students who have average ability and a strong financial need should give the military services serious thought after graduation. Students may join the National Guard or military reserve on their 17<sup>th</sup> birthday if they qualify. Financial benefits to this option are definitely worth pursuing with a military recruiter.
7. All seniors have two college or career days during the school year in which we will allow you to visit college campuses, vo-tech, or business schools. All students must set these visits up through the school guidance office. These days are very important in giving you a first hand look at the situation, and allow you to visit with the college officials
8. A lot of written correspondence occurs between the student and the institution selected by the student. Often times I am not informed of things until it is too late. When you receive correspondence that you think I need to know about, please bring it to school so I know what is transpiring between you and the institution. I am not a mind reader.
9. Once you have selected a college, vo-tech, or business school, three things must be sent to the institution: (1) An application for admission, (2) a high school transcript, and (3) a dormitory room and board form (which usually requires money). I will automatically send a final 8 semester transcript (usually in June) to the college or vo-tech you plan to attend.
10. Have a good year and think positive about all this. Your efforts could be self rewarded in the end. There are no guarantees with financial aid, but if you don't go after it, you won't get it. Also remember, there are numerous deadlines you will have to meet with college materials this year. The responsibility is yours. Be prompt and consistent. Colleges won't accept late scholarship application forms. If they are late, forget it, Excuses don't work.

## **WHO IS RESPONSIBLE FOR WHAT?**

The guidance office, the students and their parents all bear certain responsibilities in the college application process. The responsibility for college decisions, applications, and enrollment rests with students and parents. The role of the college counselor is to give guidance and support on decisions relating to college applications. The responsibilities are further divided as follows:

### Guidance Office:

1. Communicate regularly with students to remind them of college representatives' visits, college application deadlines can be found in this booklet along with test dates for ACT, SAT I, and SAT II.
2. Maintain a well-stocked collection of college literature, including an updated supply of college entrance test registration forms.
3. Provide continuing advice to students and parents concerning the college application process, including review of college essays and applications.
4. Track distribution of all teacher recommendations.
5. Provide and mail the student's completed application package, including; application, essay, check, transcript, and school teacher recommendations.
6. Maintain regular contact with college admission offices to support the student's candidacy for admission.
7. Mail the final Hillsboro High transcript in June following graduation to the college the student plans to attend.

### Students and Parents:

1. Read all communications from the guidance office. These may be in the weekly newsletter. Also check the bulletin boards outside the guidance office for information.
2. Communicate to the guidance office the student's interests, concerns, and goals regarding college.
3. Write to colleges to obtain catalogues and applications. (Many of these are already on file in the guidance office.) You may supply a list to the guidance office and we will send for them.
4. Students contact teachers to request letters of recommendation. This should be done at least TWO weeks prior to the time the application is due.
5. Students complete applications and return them to the guidance office at least ONE week before the deadline date.

6. Students check with colleges concerning ACT, SAT I and SAT II requirements, and register for these tests prior to the deadline. Test results must be sent to colleges directly from the College Board office.
7. Students inform college counseling office in writing of any requests from colleges for further information.
8. Parents complete the FAFSA form as soon as possible after January 1 of the senior year and return it to the processing company to apply for financial aid.
9. Students and parents review offers of admission and choose one college to attend. Make a financial commitment to that college by May 1 of the senior year. Write to the colleges not chosen to decline the offers not accepted.

During the school year, recruiters from various post-secondary institutions and the armed services visit Hillsboro High School. The guidance office will announce when these recruiters visit in the daily announcements. The student may then make an appointment in the guidance office to visit with the recruiter. It is advised to take advantage of this opportunity.

College visitation is an essential part of the process if a student is to make an informed choice. Students should take care to avoid being unduly influenced by school-generated publicity or by the opinions of their peers. The choice should be based on a realistic evaluation of your needs and desires, not the experiences or biases of friends. It is very easy for schools to acquire stereotypical images. The truth is that a college that did not interest one student will probably be the best possible choice for another.

Hillsboro facilitates the selection process by providing two visitation days to the school or college of your choice. Arrangements must be made in advance with the guidance office following the rules of attendance. During a visitation, students would give each school as thorough an evaluation as possible. This is a time to be self-centered—you are trying to choose your educational home for the next four years. In addition to the campus tour and a conversation with an admission's counselor, both of which can be very helpful, you should investigate aspects of campus life not covered in the normal visitation itinerary. Sit in on classes, visit the dorm that they did not show you on the tour, eat in the cafeteria, talk to students not associated with the admission department, and spend some time in the library. All of these could give you a better understanding to campus life.

## **YOUR SENIOR YEAR CALENDAR**

### **September**

- If you have not clarified your educational goals, needs, and preferences and developed a preliminary list of colleges, do so now.
- Reduce your preliminary college list to approximately five to ten colleges. Write to each college's director of admission to request its catalog, application forms, and financial aid information.
- When you receive the information, analyze the application instructions, to see what information is required and to learn about all due dates. You may have to submit test scores, Achievement Test/SAT II scores, an essay, application form, and recommendations, and a financial aid application form.
- Create a complete checklist of test names and registration deadlines, financial aid applications and deadlines, and other material that you will need.
- Some colleges charge a \$10 to \$50 fee when you complete an application. If you cannot pay the fee, write to the college's admissions director, who may excuse you from paying.
- If you took an admission test last year, and wonder whether you would benefit from taking it again, consult your counselor.
- Many students choose to take the SAT and ACT more than once. If you take the SAT I this year, plan to do so at least eight weeks before you must submit scores to the colleges. Your counseling office has registration dates and materials.
- If you want to take the Achievement Tests/SAT II this year, ask your counseling office for registration dates.

### **October**

- Chances are you will have to submit at least one essay as part of each application. Start to develop outlines this month.
- If you decide to visit colleges, ask your high school counselor for the names of former students in your area who are enrolled at the colleges or recently graduated from them. Talk to these people before your visits.
- Decide who to ask for recommendations, and ask them now, if you have not already done so. When you ask, provide an addressed and stamped return envelope together with the appropriate college forms and an outline of your academic record and extracurricular activities.
- Check your library for books and pamphlets about financial aid, and look for special state, federal, and local programs from which you may be able to get aid. Update the information you obtained during your junior year on private scholarship opportunities. Ask your counselors if they have any new resources. If there are private programs you decide to apply to, obtain application materials and begin to complete the necessary forms. Private scholarship programs typically have very early deadlines.

### **November**

- Find out from the colleges to which you are seeking admission exactly what forms they require for financial aid. All colleges will ask you to complete the Free Application for Federal Student Aid. (FAFSA). Some colleges will also ask for the Financial Aid Form (FAF) and/or their own

institutional financial aid application. Ask your counselor or the college financial aid office for the forms. The FAFSA and FAF forms should be available at your high school guidance office. If you plan to apply for early decision, find out if your college offers an early estimate of your financial aid eligibility, and if so, what forms you will need to file. Complete the first draft of your application essays; start to revise them.

- November 1 to 15: Most colleges using "early decision" admissions require test scores and applications between these dates. Students must apply by November 15 and are notified by December 15. There are two types of policies. One type requires the students to withdraw applications from all other colleges as soon as he or she is accepted by the first choice college. The other type allows the students to apply only to the first choice colleges, unless the student is rejected by that college.
- Fill out applications for early decision, early action, or rolling admissions candidacy.
- A counselor usually sends a copy of your high school grades to colleges. Return the proper forms to your counselor at least two weeks before colleges require them.

## **December**

- Begin completing your FAFSA and if required, your FAF and institutional financial aid applications. The FAFSA cannot be filed prior to January 1. Check with your college's financial aid offices about when to file other forms. To avoid delays, make sure you fill out application forms completely, accurately, and legibly. Even though you and your parents will not yet have filed your 2004 federal tax returns, collect wage statements or W-2's from employers to help you get started. If it is possible to complete tax returns prior to completing your financial aid applications, even on an estimated basis, try to do so to help increase the accuracy of the information you report on the application forms.
- Check deadlines for state government-sponsored student aid programs with your guidance counselor and obtain the forms you need to apply. In many states, you can use the FAF to apply for state aid.
- Complete your essays. Type them and be sure they are clean, neat, attractive, grammatically correct, interesting, and easy to read. Keep copies.
- Give your counselor, principal or designated office sufficient time to complete the "Secondary School Report" section of your college application forms.
- December 15: This is the usual deadline date for application to some selective colleges. Others have deadlines in February or later.

## **January**

- Send in your FAFSA as soon as possible after Jan. 1. Follow the college's instructions as to when you should file the FAF or institutional aid applications. Make sure you meet all deadlines. Men 18 years old or older must be registered for the selective service in order to receive federal financial aid. If you have not registered, you may do so by completing a check-off box on your FAFSA, or you may register at any post office.

## March

- In your strongest courses, consider taking AP Examinations or CLEP tests. Talk to your teachers; ask your counseling office for the test registration dates.
- If you are applying to more than one college, carefully rank your preferences by location, academic program, and other important characteristics. Does their final ranking match your gut feeling?

## April

- Most selective colleges start to announce their decisions this month. If you are accepted by more than one college, decide which one is best for you. Talk it over with your parents, counselor, family, and friends, and think it through by yourself. Weigh offers against the factors that are important to you.
- If an accepting college needs a nonrefundable deposit before you have heard from other colleges of interest to you, ask your counselor for advice.
- Carefully review financial aid award notices from colleges. Call or write to the financial aid office if you have questions. Don't just look at how much aid you are offered; look at how much of your need is covered. If you don't get any (or enough) financial aid, ask if other financing plans are available.

## May

- As soon as possible after May 1, notify colleges to which you are accepted of your decision to attend, in keeping with the Candidates Reply Date Agreement (some colleges do not subscribe to the Agreement and may have earlier deadlines). If you have been offered financial aid from the college you have decided to attend, make sure you accept the offer as instructed by your award letter. If you have received financial aid from the other schools, make sure you let them know that you will not be attending.
- If you are "wait-listed" by a college and intend to enroll if accepted, call, visit, or write to the admission director to state your intention and ask how to strengthen your application. Recent evidence of notable academic or other achievements could help. If you need financial aid to attend a school that has placed you on its "wait list," find out if funds will be available if you are accepted.
- As soon as you have decided which college to attend, notify your college counselor and all colleges that have accepted you. Be fair to the colleges and to other students.
- If you are not admitted to any of the colleges you selected, see your counselor immediately.
- **May 3 – 14:** Advanced Placement Examinations are given in high schools nationwide. CLEP tests can be taken anytime during the month. See Ms. Holub for more information.

## June

- Make sure that you accept the financial aid award from the college you decide to attend. Find out from the college you choose what else you need to do, if anything, to establish and maintain your eligibility for financial aid.

## 2011 - 2012 ACT Test Dates

If you are going to attend a post-secondary institution in the state of Kansas, you will need to take the ACT test. *For athletic eligibility, you need to earn a sum of scores of at least 68. TO APPLY FOR THE STATE OF KS SCHOLARSHIP, which can be used by KS students in KS colleges and universities, take the ACT in October or December of your senior year OR during Feb, Apr, or Jun of your junior year. FEE @ \$34.00 /\$49.50 w/writing.* Register online @ [www.actstudent.org](http://www.actstudent.org)

| Test Date          | Registration Deadline | (Late Fee Required)     |
|--------------------|-----------------------|-------------------------|
| September 10, 2011 | August 12, 2011       | August 13 – 26, 2011    |
| October 22, 2011   | September 16, 2011    | September 17 – 30, 2011 |
| December 10, 2011  | November 4, 2011      | November 5 – 18, 2011   |
| February 11, 2012* | January 13, 2012      | January 14 – 20, 2012   |
| April 14, 2012     | March 9, 2012         | March 10 – 23, 2012     |

## 2011 - 2012 SAT and Achievement Test Dates

If you are planning on attending a post secondary institution **outside the state of Kansas**, you should consider taking the SAT. **\*\*Check the requirements of the colleges where you may apply before deciding which Achievement Tests, if any, to take. Either the SAT or up to three Achievement Tests can be taken on one of the test dates listed below. (Only about 4% of the public and 17% of the private colleges require Achievement Tests.) FEE @ \$47.00** plus additional fee for subject testing.

Register online @ [www.sat.collegeboard.com](http://www.sat.collegeboard.com)

| 2011-2012 Test Dates | Test                | Regular Registration Deadline (postmark/submit by) |
|----------------------|---------------------|--|
| Nov 5, 2011          | SAT & Subject Tests | Oct 7, 2011  |
| Dec 3, 2011          | SAT & Subject Tests | Nov 8, 2011  |
| Jan 28, 2012         | SAT & Subject Tests | Dec 30, 2011                                       |

**Take the ACT or SAT no later than**  
**December of your senior year to be considered for scholarships.**

**HILLSBORO High School Code**  
**# 171350**

**“DO YOUR BEST ...ACT NOW!”**

## The ACT at a Glance

### What is the ACT?

The ACT is a nationally administered, standardized paper-and-pencil test that helps colleges evaluate candidates.

### How is the ACT structured and timed?

The ACT lasts 2 hours and 55 minutes (excluding the Writing Test) or 3 hours and 25 minutes (including the Writing Test). The order of test sections and the total number of questions covered in each test section never changes:

| Section  | Length  | Question Types   | # of Questions   |
|--|---|--|--|
| <b>English Test</b><br>measures the student's understanding of the conventions of standard written English and of rhetorical skills. Spelling, vocabulary, and rote recall of rules of grammar are not tested. | 75 items, 45 minutes  | <ul style="list-style-type: none"> <li>· <b>Usage/ Mechanics</b></li> <li style="padding-left: 20px;">Punctuation</li> <li style="padding-left: 20px;">Basic Grammar &amp; Usage</li> <li style="padding-left: 20px;">Sentence Structure</li> <li>· <b>Rhetorical Skills</b></li> <li style="padding-left: 20px;">Strategy</li> <li style="padding-left: 20px;">Organization</li> <li style="padding-left: 20px;">Style</li> </ul> | <b>40</b><br><br>10<br>12<br>18<br><b>35</b><br>12<br>11<br>12 |
| <b>Mathematics Test</b><br>requires students to use their reasoning skills to solve practical problems in mathematics. Calculator is permitted.  | 60 items, 60 minutes  | <ul style="list-style-type: none"> <li>· Arithmetic</li> <li>· Elementary Algebra</li> <li>· Intermediate Algebra</li> <li>· Coordinate Geometry</li> <li style="padding-left: 20px;">· Plane Geometry</li> <li style="padding-left: 20px;">· Trigonometry</li> </ul>  | 14<br>10<br>9<br>9<br>14<br>4                                  |
| <b>Reading Test</b><br>comprises of four prose passages that are representative of the level and kinds of writing commonly encountered in college freshman curricula, and derive meaning from several texts    | 40 items, 35 minutes  | <ul style="list-style-type: none"> <li>· Social Studies</li> <li style="padding-left: 20px;">· Natural Sciences</li> <li>· Prose Fiction</li> <li>· Humanities</li> </ul>  | 10<br>10<br>10<br>10   |
| <b>Science Test</b><br>measures student's interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.  | 40 items, 35 minutes<br><i>Content Area includes:</i> <ul style="list-style-type: none"> <li>○ <b>Biology</b></li> <li>○ <b>Earth/Space Sciences</b></li> <li>○ <b>Chemistry</b></li> <li>○ <b>Physics</b></li> </ul> | <i>Content Area format:</i> <ul style="list-style-type: none"> <li>· Data Representation</li> <li>· Research Summary</li> <li>· Conflicting Viewpoint</li> </ul>   | 15<br>18<br>7  |
| <b>Writing Test (optional Essay)</b>   | 30 minutes  | You are asked to respond to a question about your position on the issue described in the writing prompt.   | 1  |

**FREE! ONLINE A C T SAMPLE QUESTIONS, TEST DESCRIPTIONS, AND TEST TIPS @ [www.actstudent.org/testprep](http://www.actstudent.org/testprep)**

# Comparative Features of the ACT and SAT

|                              | <b>ACT</b><br>3 hours, 25 minutes (including the 30 min. optional Writing test)  | <b>SAT</b><br>3 hours, 45 minutes  |
|------------------------------|--|--|
| <b>TEST CONTENT</b>          | <p><b>ACT English Test</b> (75 items, 45 mins)</p> <ul style="list-style-type: none"> <li>Usage/Mechanics Punctuation (13%)</li> <li>Basic Grammar &amp; Usage (16%)</li> <li>Sentence Structure (24%)</li> <li>Rhetorical Skills Strategies (16%)</li> <li>Organization (15%)</li> <li>Style (16%)</li> </ul>   | <p><b>SAT Writing</b> (Mandatory) (60 minutes)</p> <ul style="list-style-type: none"> <li>Multiple Choice (35 minutes)</li> <li>Essay (25 minutes)</li> </ul>  |
|                              | <p><b>ACT Mathematics Test</b> (60 items, 60 minutes)</p> <ul style="list-style-type: none"> <li>Pre-Algebra and Elementary Algebra (23%, 17%)</li> <li>Intermediate Algebra and Coord. Geometry (15%, 15%)</li> <li>Plane Geometry and Trigonometry (23%, 7%)</li> </ul>  | <p><b>SAT Mathematics</b> (70 minutes)</p> <ul style="list-style-type: none"> <li>Arithmetic (20%)</li> <li>Algebra (35-40%)</li> <li>Geometry (25-30%)</li> <li>Data Analysis (10-15%)</li> </ul>   |
|                              | <p><b>ACT Reading Test</b> (40 items, 35 minutes)</p> <ul style="list-style-type: none"> <li>Arts &amp; Literature Prose Fiction (25%)</li> <li>Humanities (25%) (Art history, art, music, philosophy, theater, architecture, dance, religion/ethics, literary criticism)</li> <li>Social Studies and Natural Sciences (25%, 25%)</li> <li>History, Political Science, Biology, Chemistry, Physics, Physical Sciences</li> </ul> | <p><b>SAT Critical Reading</b> (70 minutes)</p> <ul style="list-style-type: none"> <li>Sentence Completion</li> <li>Critical Reading in Humanities, Social Narrative (80% nonfiction)</li> <li>80% Extended Reasoning</li> <li>10% Literal Comprehension</li> <li>10% Vocabulary</li> <li>Elementary Analogies</li> <li>Adding Short Passages</li> </ul> |
|                              | <p><b>ACT Science Test</b> (40 items, 35 minutes)</p> <p>Interpretation analysis, evaluation, reasoning, and problem-solving skills in Biology, Earth/Space Sciences, Chemistry, and Physics</p> <ul style="list-style-type: none"> <li>Data Representation (38%)</li> <li>Research Summaries (45%)</li> <li>Conflicting Viewpoints (17%)</li> </ul>   | <p><b>NO Science Test</b></p>  |
|                              | <p><b>ACT Writing Test</b> (optional) (1 prompt, 30 minutes)</p> <p>Measures writing skills emphasized in high school English classes and in entry-level college composition courses. Consists of one 30-minute essay.</p>   |  |
| <b>Scoring</b>               | <p>Total composite score of 1-36 (based on average of 4 tests)</p> <p style="text-align: center;">4 scores of 1-36 for each test</p> <p style="text-align: center;">Score of 0-12 for the optional Essay</p>   | <p style="text-align: center;">Total score out of 2400</p> <p style="text-align: center;">3 scores of 200-800 for each section</p> <p style="text-align: center;">2 sub-scores of 20-80 for writing multiple choice and 0-12 for the Essay</p>   |
| <b>Wrong Answer Penalty</b>  | <p>No wrong answer penalty</p>   | <p>Yes, 1/4 point per wrong answer (except for Math Grid-in questions)</p>   |
| <b>Sending Score History</b> | <p>You decide which score is sent</p>  | <p>Your entire score history will be sent automatically</p>  |

# NOW THAT YOU HAVE TAKEN THE ACT

## SHOULD YOU TEST AGAIN?

There are no limitations on how many times you can take the ACT, but there are some restrictions on how often you can test. For example, you can test only once per national test date. You should definitely consider retesting if you had any problems during the test, such as misunderstanding the directions or not feeling physically well. You may also want to consider retesting if you are not satisfied that your scores accurately represent your abilities in the areas tested. If you see a discrepancy between your ACT scores and your high school grades, or if you subsequently complete coursework or an intensive review in the areas covered by the ACT Assessment, retesting may be beneficial.

## HOW WILL YOU DO ON A RETEST?

Recent ACT research shows that of the students who took the ACT more than once:

- 55% increased their composite score
- 23% decreased their composite score
- 22% had no change in their composite scores

## HOW CAN YOU PREPARE FOR A RETEST?

- Review a copy of *Preparing for the ACT Assessment*, which describes the content of the test and includes a practice test. Your high school has copies of this free booklet.
- Check out the sample questions and explanations of correct answers on ACT's website (<http://www.act.org>).
- Check your library or bookstores for a copy of *Getting into the ACT*, the official guide to the ACT Assessment, published by Harcourt Brace. This book contains test-taking information and is the only commercial preparation guide that includes actual retired ACT tests.

## **COLLEGE VISITATION**

During the school year, recruiters from various post-secondary institutions and the armed services visit Hillsboro High School. The guidance office will announce when these recruiters visit in the daily announcements. The student may then make an appointment in the guidance office to visit with the recruiter. It is advised to take advantage of this opportunity.

College visitation is an essential part of the college visitation process if a student is to make an informed choice. Students should take care to avoid being unduly influenced by school-generated publicity or by the opinions of their peers. The choice should be based on a realistic evaluation of your needs and desires, not the experiences or biases of friends. It is very easy for schools to acquire stereotypical images. The truth is that a college that did not interest one student will probably be the best possible choice for another.

Hillsboro facilitates the selection process by providing two visitation days to the school or college of your choice. Arrangements must be made in advance with the guidance office following the rules of attendance. During a visitation, students would give each school as thorough an evaluation as possible. This is a time to be self-centered—you are trying to choose your educational home for the next four years. In addition to the campus tour and a conversation with an admission's counselor, both of which can be very helpful, you should investigate aspects of campus life not covered in the normal visitation itinerary. Sit in on classes, visit the dorm that they did not show you on the tour, eat in the cafeteria, talk to students not associated with the admission department, and spend some time in the library. All of these could give you a better understanding to campus life.

### Campus Visits

Now that you have researched several colleges, you've probably found a few which you would like to visit. Here are some tips for planning, conducting, and following up on your campus visits.

### When to Visit

For the most accurate picture of the academics and campus life, it is best to visit during a weekday when classes are in session. The spring or summer of your junior year is ideal, with the fall of your senior year the next best option. If your only option is visiting during a weekend or when classes aren't in session, by all means do that, but temper your impressions with the knowledge that you are not getting a totally accurate picture.

### Planning Your Visit

Decide which colleges you should visit. You should usually visit four or five schools which represent more than one level of competitiveness.

It is best to try to visit your first and second choice schools after you have visited others, so that you will be more "seasoned" when you see your favorites.

Contact the guidance office several weeks in advance of your college visit to allow the guidance office time to set up your visit. Advance planning and notification is even more critical in the cases of the more selective colleges their interview schedules fill up very early.

When visiting a college, you should partake in the following activities:

- a group tour
- a group information session
- a personal interview
- spend the night on campus
- eat a meal on campus
- meet with a faculty member in your field
- meet with a coach
- attend a sporting event
- attend a class

You should also ask for the following:

- a map of the campus
- directions on where to park, and a permit if necessary
- directions to the admissions office
- suggestions about nearby lodging if you are not staying on campus
- written confirmation of the times and dates of your tour, information session, interview, and any other appointments which have been made

NOTE: It is best if you make the contacts and set up the appointments rather than Mom or Dad. Also, if your parents make the trip with you, it is best if they do not accompany you to a personal interview. This would be a good time for them to visit with the financial aid staff or walk around the campus.

### During Your Visit

To help you remember particular aspects of each campus visit, you might want to make a copy of the following "Campus Visit Evaluation" form for each college you plan to visit, and use it as a checklist during your tour.

### Other Tips:

- Try to eat a meal in the dining hall or cafeteria
- Try to visit the dorm they didn't show you on the tour
- Speak with students who aren't associated with the admissions office
- Take photos to help jog your memory when you get home

### After the Visit

- Send a thank you note to the admission officer with whom you spoke
- Take some quiet time to evaluate the visit and summarize your impressions on the form which follows.

### A new comparison of these colleges with the added perspective from your campus visit.

Now, take a close look at your College Comparison Worksheets and your notes from your campus visits. Consider the following:

- \_\_\_\_\_ Which colleges best fit your interests?
- \_\_\_\_\_ Which colleges best fit your preferences?
- \_\_\_\_\_ At which colleges do you meet the academic standards?
- \_\_\_\_\_ At which colleges would you feel the most comfortable?
- \_\_\_\_\_ At which colleges would you REALLY like to spend the next 4 years?
- \_\_\_\_\_ Which colleges would seem to be looking for a student JUST LIKE YOU?

## Group Information Sessions

These sessions are exactly what the name implies – one of the college’s admission officers and usually one or two students speak to a group of prospective students and parents about the college, admission requirements, course requirements, financial aid, etc. They often show slides or a video, and take questions from the audience. (TIP: You might want to try to distinguish yourself from the rest of the group by coming prepared to ask a really good question. Be sure that the answer isn’t covered in the written material from the college – otherwise, you will look unprepared.)

### Sample Questions for Admission Officers

- What are the typical course requirements in terms of papers, exams, etc.?
- What arrangements can be made for tutorials or advising
- Why is this particularly good college for me to study my selected major?
- What is a typical freshman year program like here?
- Is this a good place for students who are unsure of their major?

### Sample Questions for Students or Admission Officers

- Why do students select this college?
- What do students rave about at this school?
- What do they most often complain about?
- What kind of rapport do students here have with the faculty?
- Do students normally know at least one or two professors well enough to ask them for work or graduate school recommendations?
- What type of student gets along best here?
- What are some of your favorite traditions here?
- Has the college lived up to its reputation?
- How comfortable would I feel walking through the campus alone at night?
- What, if anything, surprised you? Disappointed you?
- What in particular should I not miss seeing while I am here?
- Which dorms are the best?
- Is it quiet enough to study in the dorms?
- Which teachers would you recommend for freshman courses?
- How hard is it to make the \_\_\_\_\_ team?
- What were some of the academic or social issues which have come up here? How were they handled?
- How easy is it to get the courses you want?
- If you had it to do over again, would you still choose this school?

## **100 QUESTIONS MOST OFTEN ASKED**

### Admissions

1. Is there an application deadline?
2. How long does it take to process an application and when will the acceptance letter be mailed?
3. Is an application fee required and if so, how much?
4. What is the average fall enrollment?
5. What credentials must be submitted to properly file an application?
6. Does the college require a minimum SAT/ACT for admission?
7. Is an interview, references or essay required for admission?
8. Must a physical examination be submitted prior to admission?
9. Must a prescribed curriculum be completed in High School?
10. Are high school honors courses weighed in favor of the grade point average and what is the minimum GPA required?
11. Will the college accept the General Education Diploma (GED)?
12. Will the college honor a home study program or diploma from an unaccredited private high school?
13. How will the college evaluate or use two or more sets of SAT/ACT scores?
14. Does the college offer an Early Admissions Program (EAP)?
15. Is there a waiting list for admission?
16. What are the transfer admission requirements?
17. Is admission open for freshmen and transfers at any quarter?
18. Does the college offer a Joint Enrollment Program?

19. Does the college offer Remedial or Development Studies?
20. Will the college honor either SAT or ACT?

#### Academics

1. What is the Core Curriculum or General Education Requirement?
2. How many majors and degrees are offered?
3. Are internships, cooperatives or study abroad available?
4. Explain the difference between quarter and semester system?
5. Will the college honor AP or CLEP and if so what are minimum scores to receive credit?
6. How many courses are considered a full load?
7. When must an academic major be declared?
8. Does the college offer a tutorial service?
9. Will "D's" transfer in from other colleges?
10. Is physical education required? If so, can it be waived?
11. Are academic scholarships available?
12. What are the college's strongest academic areas?
13. What is the percentage of graduates that gain admission to graduate schools?
14. Does the college have a graduate school?
15. How long does it take to graduate?
16. What major agencies accredit the college?
17. What is the student faculty ratio?
18. How many full time faculty are employed and how many hold a doctorate or terminal degree?
19. Does the college offer pre-registration or telephone registration?
20. What is the total number of volumes in the library?

#### Student Life

1. May freshman have cars on campus?
2. Do national fraternities and sororities exist?
3. Are students required to purchase a meal plan?
4. Is there a dress code?
5. What campus organizations emphasize religious activities?
6. Is there an infirmary or health facility on campus?
7. What music groups exist (i.e., marching band, choir, ensemble)?
8. Does the college sponsor a drama or theater club?
9. How long is the Christmas break and term breaks?
10. Is there a job placement service or career day?

#### Housing

1. Does the college offer an option between dormitories and apartment living?
2. Do co-ed dorms exist?
3. Name the residence halls and briefly describe each?
4. Are the dorms staffed with a resident House Director?
5. Are students allowed to keep alcoholic beverages, firearms, or pets in their rooms?
6. Do fraternities and sororities have separate housing?
7. What appliances are permitted in the dormitory room? (i.e., hot plates, phone, computers, TV, refrigerator, microwave, etc.)
8. Are freshmen permitted to live off campus?
9. May students have private rooms?
10. How many students share a room?
11. Are the dorms air-conditioned?
12. Is there a tuition or room deposit required to reserve space?
13. Do the dorms have private or hall baths?
14. Do the rooms have laundry facilities?
15. Are students subject to curfew and how are dorms secured for the evenings?

## Athletics

1. What athletic scholarships are available?
2. In what athletic association(s) and conferences does the college participate?
3. In what intercollegiate sports does the college participate? (men and women)
4. Does the college offer an intramural program and if so, which sports are the most popular?
5. Does the college offer varsity and junior varsity cheerleading opportunities?
6. What general athletic facilities exist for overall student use? (i.e., pools, tennis courts, weight room, fields, etc.)

## Financial Aid and Expenses

1. What are current expenses for room, board, and fees?
2. Does out of state tuition apply?
3. Are jobs available on the college campus?
4. How much are books?
5. How do I apply for financial aid?
6. What scholarship may be available for my situation?
7. Will the college bill me for tuition and fees and when are fees due?
8. Will the college take a credit card?
9. What is the refund policy?

## General College Questions

1. How large is the campus in acreage?
2. How many buildings are located on the campus?
3. What year was the college founded and a brief history?
4. Is there a visitation day for prospective students?
5. Is there a mini-term or summer school?
6. From what geographical area does the college get most of its students?
7. Is a ROTC program available?
8. What is the size of the community?
9. What attractions are in reasonable distance to the college? (amusement parks, beaches, mountains, lakes, recreation, etc.)
10. In what ways had the campus been adapted for the handicapped?
11. What is the minority enrollment? International enrollment?
12. Where can students cash out of town checks?
13. What is the class attendance policy concerning cuts?
14. What is the ratio of enrolled males and females?
15. Does the college offer a freshmen orientation program?
16. Does the college have a campus security force?
17. Does the college provide overnight housing for prospective student visits?
18. Will the college accommodate special service needs such as; diets, medications, psychological counseling, etc?
19. How does this college compare in size to others?
20. Does the college have a toll free telephone number or will it accept collect phone calls for prospective student visits?

## CAMPUS VISIT EVALUATION

|                                     |   |  |  |  |  |
|-------------------------------------|---|--|--|--|--|
| College                             | Founded _____<br>Location _____<br>Size _____     |  |  |  |  |
| Visit                               | Date _____<br>Weather _____<br>In Session _____   |  |  |  |  |
| Costs                               | Tuition _____                                     |  | Fees _____   |  |  |
|                                     | Room/Board _____                                  |  |  |  |  |
| Architecture                        | <input type="checkbox"/> Gothic                   | <input type="checkbox"/> Modern                        | <input type="checkbox"/> Colonial                                | <input type="checkbox"/> Classical                             | <input type="checkbox"/> Mixture         |
| Type                                | <input type="checkbox"/> public                   | <input type="checkbox"/> private                       | <input type="checkbox"/> religious                               | <input type="checkbox"/> 4-year                                | <input type="checkbox"/> 2-year          |
|                                     | <input type="checkbox"/> college                  | <input type="checkbox"/> university                    | <input type="checkbox"/> liberal arts                            | <input type="checkbox"/> specialized                           | <input type="checkbox"/> technical       |
|                                     | <input type="checkbox"/> historically black       | <input type="checkbox"/> minority                      | <input type="checkbox"/> coed                                    | <input type="checkbox"/> single-sex                            |  |
| Calendar                            | <input type="checkbox"/> semester                 | <input type="checkbox"/> quarter                       | <input type="checkbox"/> trimester                               | <input type="checkbox"/> 4-1-4                                 |  |
|                                     | <input type="checkbox"/> block                    | <input type="checkbox"/> summer session                |  |  |  |
| Student Body                        | <input type="checkbox"/> look alike               | <input type="checkbox"/> diverse                       | <input type="checkbox"/> friendly                                | <input type="checkbox"/> interesting                           | <input type="checkbox"/> smart           |
|                                     | <input type="checkbox"/> dressy                   | <input type="checkbox"/> outdoorsy                     | <input type="checkbox"/> casual                                  | <input type="checkbox"/> sloppy                                | <input type="checkbox"/> preprofessional |
|                                     | <input type="checkbox"/> intellectual             | <input type="checkbox"/> grinds                        | <input type="checkbox"/> careerists                              | <input type="checkbox"/> loners                                | <input type="checkbox"/> preppy          |
|                                     | <input type="checkbox"/> moderate                 | <input type="checkbox"/> conservative                  | <input type="checkbox"/> liberal                                 | <input type="checkbox"/> radical                               | <input type="checkbox"/> rah-rah         |
|                                     | other: _____                                      |  |  |  |  |
| Social Life                         | <input type="checkbox"/> college sponsored        | <input type="checkbox"/> student initiated             | <input type="checkbox"/> clubs                                   | <input type="checkbox"/> sports oriented                       | <input type="checkbox"/> cultural        |
|                                     | <input type="checkbox"/> sorority                 | <input type="checkbox"/> religious                     | <input type="checkbox"/> ethnic                                  | <input type="checkbox"/> racial                                | <input type="checkbox"/> political       |
|                                     | <input type="checkbox"/> mild parties             | <input type="checkbox"/> dances                        | <input type="checkbox"/> dating                                  | <input type="checkbox"/> group socializing                     |  |
|                                     | <input type="checkbox"/> drug & alcohol pressures |  | <input type="checkbox"/> do students stay on campus on weekends? |  |  |
|                                     | <input type="checkbox"/> fraternity               | <input type="checkbox"/> wild parties                  |  |  |  |
| Campus Facilities<br><i>Housing</i> | <input type="checkbox"/> dorms                    | <input type="checkbox"/> apartments                    | <input type="checkbox"/> residential colleges                    | <input type="checkbox"/> special interest                      | <input type="checkbox"/> fraternity      |
|                                     | <input type="checkbox"/> on campus                | <input type="checkbox"/> off campus                    | <input type="checkbox"/> singles                                 | <input type="checkbox"/> doubles                               | <input type="checkbox"/> suites          |
|                                     | <input type="checkbox"/> single-sex               | <input type="checkbox"/> spacious                      | <input type="checkbox"/> adequate                                | <input type="checkbox"/> crowded                               | <input type="checkbox"/> rundown         |
|                                     | <input type="checkbox"/> noisy                    | <input type="checkbox"/> sociable                      | <input type="checkbox"/> disability access                       |  |  |
|                                     | <input type="checkbox"/> sorority                 | <input type="checkbox"/> coed                          | <input type="checkbox"/> quiet                                   |  |  |
|                                     | Problems: _____                                   |  |  |  |  |
| <i>Dining</i>                       | <input type="checkbox"/> dining hall              | <input type="checkbox"/> cafeteria                     | <input type="checkbox"/> residential college                     | <input type="checkbox"/> snack bars                            | <input type="checkbox"/> coffee house    |
|                                     | <input type="checkbox"/> special meals            | <input type="checkbox"/> quality (high, adequate, low) |  | <input type="checkbox"/> quantity (generous, adequate, meager) |  |
|                                     | <input type="checkbox"/> sociable                 | <input type="checkbox"/> open after hours              |  | <input type="checkbox"/> pubs                                  |  |
| Recreation<br>& Activities          | <input type="checkbox"/> team sports              | <input type="checkbox"/> intramurals                   | <input type="checkbox"/> gym facilities                          | <input type="checkbox"/> athletic clubs                        | <input type="checkbox"/> student center  |
|                                     | <input type="checkbox"/> drama                    | <input type="checkbox"/> movies                        | <input type="checkbox"/> art                                     | <input type="checkbox"/> newspapers                            | <input type="checkbox"/> radio station   |
|                                     | <input type="checkbox"/> games                    | <input type="checkbox"/> minority clubs                | <input type="checkbox"/> religious clubs                         | <input type="checkbox"/> music                                 | <input type="checkbox"/> TV station      |
|                                     | other: _____                                      |  |  |  |  |
| Services                            | <input type="checkbox"/> health                   | <input type="checkbox"/> counseling                    | <input type="checkbox"/> career                                  | <input type="checkbox"/> employment                            | <input type="checkbox"/> tutoring        |
|                                     | <input type="checkbox"/> computer                 | <input type="checkbox"/> bookstore                     | <input type="checkbox"/> security                                | <input type="checkbox"/> transportation                        | <input type="checkbox"/> special student |
|                                     | problems _____                                    |  |  |  |  |
| Library                             | <input type="checkbox"/> long hours               | <input type="checkbox"/> weekend hours                 | <input type="checkbox"/> open stacks                             | <input type="checkbox"/> closed stacks                         | <input type="checkbox"/> outstanding     |
|                                     | <input type="checkbox"/> adequate                 | <input type="checkbox"/> poor                          | <input type="checkbox"/> spacious                                | <input type="checkbox"/> good                                  | <input type="checkbox"/> good lighting   |
|                                     | <input type="checkbox"/> special collections      | <input type="checkbox"/> lounge                        | <input type="checkbox"/> departmental                            |  |  |

|                           |   |  |   |  |  |
|---------------------------|---|--|---|--|--|
| Community Outside         | <input type="checkbox"/> far                            | <input type="checkbox"/> city                | <input type="checkbox"/> restaurants        | <input type="checkbox"/> dancing               | <input type="checkbox"/> town              |
|                           | <input type="checkbox"/> near                           | <input type="checkbox"/> town                | <input type="checkbox"/> pubs               | <input type="checkbox"/> theater               | <input type="checkbox"/> conflicts         |
|                           | <input type="checkbox"/> easy access                    | <input type="checkbox"/> suburb              | <input type="checkbox"/> movies             | <input type="checkbox"/> bookstores            | <input type="checkbox"/> cooperation       |
|                           | <input type="checkbox"/> music                          | <input type="checkbox"/> rural               | <input type="checkbox"/> shopping           | <input type="checkbox"/> jobs                  |  |
|                           | other: _____  |  |   |  |  |
| Academics                 | <input type="checkbox"/> pressured                      | <input type="checkbox"/> moderate            | <input type="checkbox"/> relaxed            | <input type="checkbox"/> stimulating           | <input type="checkbox"/> bookish           |
|                           | <input type="checkbox"/> huge classes                   | <input type="checkbox"/> large classes       | <input type="checkbox"/> small classes      | <input type="checkbox"/> lectures              | <input type="checkbox"/> discussion        |
|                           | <input type="checkbox"/> seminars                       | <input type="checkbox"/> innovative          | <input type="checkbox"/> traditional        | <input type="checkbox"/> career oriented       | <input type="checkbox"/> core curriculum   |
|                           | <input type="checkbox"/> clusters                       | <input type="checkbox"/> distributive        | <input type="checkbox"/> math               | <input type="checkbox"/> science               | <input type="checkbox"/> language required |
|                           | <input type="checkbox"/> senior thesis                  | <input type="checkbox"/> general ed          | <input type="checkbox"/> tutorials          | <input type="checkbox"/> dull                  |  |
|                           | <input type="checkbox"/> requirements only within major |  |   |  |  |
|                           | _____   |  |   |  |  |
| Faculty                   | <input type="checkbox"/> % Ph.D.s                       | <input type="checkbox"/> % part-time faculty | <input type="checkbox"/> # women professors | <input type="checkbox"/> # minority professors |  |
|                           | <input type="checkbox"/> teach freshmen                 | <input type="checkbox"/> teach upperclassmen |   |  |  |
| <i>Popular Professors</i> | teach what courses: _____<br>_____<br>_____             |  |   |  |  |

## CHOOSING A COLLEGE

The search which precedes a decision to enroll in a particular college must primarily be the responsibility of YOU: the student who will live with the consequences of the decision.

The process of searching for and selecting a group of colleges to apply to is complex and challenging. The time, thought, and organization which you put into it will yield great rewards, satisfaction, and growth. Helpful website: [www.careersandcolleges.com](http://www.careersandcolleges.com).

Choosing a college involves these main steps:

1. An assessment of your interests, your qualifications, and the type of environment you prefer.
2. Research to determine which colleges fit your interests, qualifications, and preferences.
3. Campus visits to the colleges in which you are most interested.
4. A new comparison of these colleges with the added perspective which comes with a campus visit.

Assessing your interests, qualifications, and the type of environment you prefer.

Complete the questionnaire on the following page to determine your preferences. Make a copy to give to the guidance office and keep one for your personal records.



## **COMMUNITY COLLEGE**

Community Colleges, also known as two-year or junior colleges, are regionally accredited post-secondary institutions at which the AS or AA (Associates of Art or Science) is the highest credential awarded. A Bachelor of Science (BS) or Bachelor of Arts (BA) is awarded from 4 year colleges and universities. Community colleges offer technical, transferable and continuing education and specialized curriculums.

### **Community Colleges are:**

- Community based institutions that establish links and partnerships with high schools and the community
- Institutions that deliver high quality programs at various times and places for the convenience of the student
- Institutions with open admissions to those with a high school diploma or its equivalent

### **Some of the wonderful features that attract most students are:**

- Annual tuition and fees are approximately half the cost of a 4 year college
- Ability to live at home and save on room and board
- Advising on class scheduling
- Smaller classes
- Greater accessibility to instructors

Most community colleges offer a full range of counseling and career services designed to help students make the most of the educational opportunities.

### **Community Colleges offer:**

- Occupational-technical programs that prepare students for employment
- Programs that will assist those students already employed to upgrade their skills
- Developmental education programs that help students improve their basic academic skills

Community colleges offer the associate degree as well as certificates in specific programs that require varying amounts of study. Some certificates take a few weeks to earn, while associate degrees may take two or more years to complete.

## COLLEGE INFORMATION REQUEST LETTER

Date

Director of Admissions  
USA University  
Collegetown, USA 12345-1234

Dear Sir or Madam:

I am entering my senior year at Hillsboro High School in Hillsboro, KS and will graduate in May 200\_\_\_. Please send me an application, current catalog, and any other descriptive materials which will be helpful in planning for my education after high school.

I would appreciate receiving information and applications for general scholarships and financial aid. I am also interested in special scholarships or grants available to students planning to study \_\_\_\_\_.

Please let me know if a University representative will be visiting my area in the near future, as I would be very interested in speaking with them about your institution.

Sincerely,

*Charles A. College*  
Charles A. College  
500 East Grand  
Hillsboro, KS 67063  
620-947-3991

## COLLEGE COMPARISON WORKSHEET

|   | COLLEGE NAME | COLLEGE NAME | COLLEGE NAME |
|---|--------------|--------------|--------------|
| <b>Location</b><br><input type="checkbox"/> Distance from home  |              |              |              |
| <b>Size</b><br><input type="checkbox"/> Enrollment<br><input type="checkbox"/> Physical size of campus  |              |              |              |
| <b>Environment</b><br><input type="checkbox"/> 2 yr or 4 yr<br><input type="checkbox"/> Urban or rural<br><input type="checkbox"/> Nearest city<br><input type="checkbox"/> Religious affiliation   |              |              |              |
| <b>Academics</b><br><input type="checkbox"/> Your major offered<br><input type="checkbox"/> Special requirements<br><input type="checkbox"/> Accreditation<br><input type="checkbox"/> Student-faculty ratio<br><input type="checkbox"/> Typical class size |              |              |              |
| <b>Admission Requirements</b><br><input type="checkbox"/> Deadline<br><input type="checkbox"/> Tests required<br><input type="checkbox"/> Average test scores, GPA, rank  |              |              |              |
| <b>College Expense</b><br><input type="checkbox"/> Tuition, room/board<br><input type="checkbox"/> Estimated total budget<br><input type="checkbox"/> Application fee, deposits   |              |              |              |
| <b>Housing</b><br><input type="checkbox"/> Residence hall requirement<br><input type="checkbox"/> Food plan   |              |              |              |
| <b>Facilities</b><br><input type="checkbox"/> Academic<br><input type="checkbox"/> Recreational<br><input type="checkbox"/> other   |              |              |              |
| <b>Activities</b><br><input type="checkbox"/> clubs, organizations<br><input type="checkbox"/> Greek life<br><input type="checkbox"/> Athletics, intramurals<br><input type="checkbox"/> other  |              |              |              |
| <b>Financial Aid</b><br><input type="checkbox"/> deadline<br><input type="checkbox"/> required forms<br><input type="checkbox"/> percentage receiving aid<br><input type="checkbox"/> scholarships  |              |              |              |

## **THE ADMISSION PROCESS: CRITICAL FACTORS**

The criterion for evaluating a student's application for college is fairly consistent from college to college. However, the relative weight or influence of a given criterion depends upon the philosophy of the individual school and its admissions department. I believe the following to be accurate general representation of factors influencing the admission design.

**I. Academic Record** –It should not be surprising that one of the most critical factors in the admission process is the student's academic record. This consists not only of grades, but the types of courses taken and the overall quality of the high school's academic program. The student's transcript will show the caliber and consistency of his or her academic efforts. The admission personnel who evaluate the transcript will also evaluate Hillsboro school and our curriculum in making the decision to grant or deny admission.

Seniors must realize that nothing is viewed more critically by admission directors than the seventh semester performance. The seventh semester either confirms or diminishes the impact of all previous work. The seventh semester can show increased diligence and inspiration, helping to offset earlier mediocre work. A relatively poor performance during this semester can do serious damage to an otherwise exemplary record.

Even so, do not neglect the second semester of your senior year. Many schools will call prior to making final admission decisions to confirm that you have maintained your level of performance.

**II. ACT AND SAT Scores** – Many of the college guides list the average ACT & SAT scores for incoming freshmen at each college. Students should examine this information closely when evaluating colleges. Though no student should hesitate to apply to a selective school that is a "stretch", in reality a student who's ACT & SAT scores fall 10% or more below the college's average ACT & SAT score is a very long shot indeed.

**III. Extra-Curricular and Community Contributions** – Selective colleges spend a great deal of effort "sculpting" a freshman class. While academic excellence and standardized tests are a primary importance, the choice between excellent candidates often is swayed by other factors, including extra-curricular and community work.

Colleges seek out students who will contribute leadership and involvement to all aspects of school life. Evidence of leadership and participation in high school can persuade the admission director that a particular student will bring more to college and a quality academic performance.

A number of colleges have cited community activities and involvement in social causes as an increasingly important factor in admission decisions.

**IV. Letter of Recommendation** Students should take care in choosing a teacher to write a recommendation. While letters of recommendation are definitely read by admission directors, they aid a candidacy only when the teacher displays a real knowledge of the student. You should choose a teacher who will avoid clichés, (Jack is a very good student) and who can provide a special insight into your personality and abilities.

**V. The Personal Essay** With the sole exception of your transcript, the personal essay can be one of the most important parts of your application. This is your chance to let the admission directors who review your paperwork know the real you. The topic you choose, the thoughts, and your point of view all reveal something special about you. The essay should be written very carefully, in several drafts. Ask your English instructor, your parents, and other appropriate individuals to proofread your essay. Finally, as with everything in your application, the final version should be neatly written, and preferably typed, onto the proper form.

**VI. Other Factors – Diversity** As selective colleges "sculpt" their freshman classes through the admission process, they are inevitably seeking diversity. A campus with a broad mix of geographic, ethnic, racial, and socio-economic backgrounds is perceived as a vital, stimulating place. Furthermore, schools look to build a well-rounded educational community by admitting students with a broad range of talents. Therefore admission departments attempt to "build-in" this diversity, and this can result in students being admitted, even though their academic credentials may be somewhat lower.

On the application and in the personal essay, students should utilize any characteristic that separates them from the crowd. Don't be afraid to brag about yourself. It is also perfectly acceptable to discuss your special talents with the teacher who is writing your recommendation.

## FACTORS IN THE COLLEGE ADMISSION DECISION

| CRITERIA                         | IMPORTANCE   |          |         |         |
|----------------------------------|--------------|----------|---------|---------|
|                                  | Considerable | Moderate | Limited | None/NR |
| Grades in College Prep Classes   | 80%          | 10%      | 3%      | 6%      |
| Standardized Admission Tests     | 60%          | 28%      | 5%      | 7%      |
| Grades in All Subjects           | 57%          | 28%      | 39%     | 7%      |
| Class Rank                       | 28%          | 37%      | 20%     | 15%     |
| Counselor Recommendations        | 18%          | 44%      | 26%     | 12%     |
| Teacher Recommendations          | 18%          | 41%      | 28%     | 13%     |
| Essay or Writing Sample          | 18%          | 34%      | 27%     | 21%     |
| Interview                        | 8%           | 29%      | 33%     | 30%     |
| Work/Extracurricular Experiences | 9%           | 42%      | 35%     | 15%     |
| Student's Demonstrated Interest  | 7%           | 16%      | 30%     | 47%     |
| Ability to Pay                   | 2%           | 4%       | 13%     | 82%     |
| Subject Tests (SAT II, AP, IB)   | 6%           | 10%      | 24%     | 57%     |
| Race/Ethnicity                   | 2%           | 16%      | 24%     | 57%     |
| State or County of Residence     | 2%           | 7%       | 22%     | 70%     |
| Alumni Relation                  | 1%           | 19%      | 44%     | 35%     |

Source: 2005 NACAC Admission Trends Survey

## The Application Process

In preparing for your applications, please follow the guidelines listed below:

- 1) Examine a copy of your high school transcript. Please note any errors and omissions, and submit the corrected copy to the guidance office.
- 2) Make copies of applications to use as practice sheets. This will enable you to avoid errors on the official forms.
- 3) Cliché of the day: **NEATNESS COUNTS.** Type all applications if possible. (NOTE: Some colleges require that your essay be in your own handwriting. Read the instructions carefully!)
- 4) If your application has two parts, send in Part I as soon as possible. Part II is usually the part which calls for an essay.
- 5) Submit all applications through the guidance office with proper postage. (We will provide the envelopes.) Submit at least one week in advance of the deadline date. I will proofread these applications and mail them. Copies of all applications, recommendations, and other paperwork will be retained in the office in case anything is misplaced by the colleges.
- 6) Letter of recommendation forms and other paperwork should be given to teachers and the guidance office as soon as possible. Remember that it is in your interest to give those who are writing recommendations time to reflect on your virtues and to construct a convincing essay.

## **THE APPLICATION**

Your college application offers you one of the earliest and best opportunities to advance your case. It needs to be a powerful and interesting profile of you.

Application forms and requirements vary from college to college, so be sure to approach each one with careful thought.

### **WHEN YOU FIRST RECEIVE THE APPLICATION FORM:**

- Make a couple of copies and store the original form in a safe place. You can then practice filling out the copies and complete the original form only after you are satisfied with your final draft.
- Read the instructions carefully, highlighting crucial points and deadlines. This would also be a good time to note the application deadlines.
- Complete your application early. There are several advantages to this:
  - You avoid the pressure of waiting and trying to rush things just prior to the deadline.
  - You also leave yourself time to review and rewrite sections.
- The college admission personnel can spend more time and thought on your application than they could if it arrives during the onslaught of other applications.
- **NEATNESS COUNTS!** Type your application (unless the directions say that it must be handwritten.) If you complete the application in pen, use **BLACK INK**—it copies better than blue ink.

Although this probably should go without saying, **you should complete the application yourself.**

### **WHAT YOU SAY**

Before beginning work on your application, you should decide how you wish to be perceived by the admissions officer. How do you want him to remember you, or to describe you when he presents your case to the admission committee? As a phenomenal student? As a strong leader? As a first-rate athlete who is also a talented musician? The strengths you want to play up may vary according to the schools to which you apply. Make a strong case for yourself in whatever category you wish to compete at a particular college. Let them know what makes you truly unique.

Here are some tips to remember:

- Don't lie, exaggerate, or make something up.
- Pay attention to the order in which you list your activities. List them according to their importance to you – not which you think would be most important to the college. Admission officers are trying to discover what makes you tick, and what you will add to the freshman class.
- If asked if the college is your first choice, say “yes” if it is. Otherwise, you can respond that you are undecided. (Of course, every college would like to believe that it is your first choice.)
- If you are uncertain how to answer a question, ask your College Counselor or call the College for clarification.
- Make sure that the teachers or others you ask to write recommendations know you well and will write a good recommendation. **GIVE THEM PLENTY OF TIME** so that they can give it careful thought.
- Feel free to supplement your application with outstanding examples of your work, such as a great poem you have written, a tape of your best violin solo, one of your best photographs, etc. **BE SURE TO LABEL EACH ITEM WITH YOUR NAME AND SOCIAL SECURITY NUMBER FOR PROPER IDENTIFICATION.**
- Explain proper names and acronyms – Will the admission officer know that the **KEYSTONE** is the name of the school newspaper.

## HOW YOU SAY IT

- Use your complete name on your application and on everything else you send to the college. (Admission offices log documents in by computer, and the computer might not realize that Ann Brown and Elizabeth A. Brown are one and the same.)
- Be consistent in your presentation – if you begin a list using adjectives, don't switch in the middle to nouns.
- Feel free to supplement your application with outstanding examples of your work, such as a great poem you have written, a tape of your best violin solo, one of your best photographs, etc. *BE SURE TO LABEL EACH ITEM WITH YOUR NAME AND SOCIAL SECURITY NUMBER FOR PROPER IDENTIFICATION.*
- Don't be boring – give them a reason to remember you.
- Explain proper names and acronyms – Will the admission officer know that the KEYSTONE is the name of the school newspaper.

## FILLING OUT APPLICATION FORMS

- All admission forms and scholarship forms should be typed (NO EXCEPTIONS). Rule of thumb: "The earlier you apply, the better off you will be."
- Materials must be flawless – spelling, grammar, and sentence structure must be perfect.
- Meet DEADLINE DATES. No exceptions. If you miss the date, you're out of luck.
- Open and read ALL mail from colleges. Fill out the forms the colleges are requesting and send in as soon as possible. Don't be selective now. Reserve scholarships that you have been awarded. Once you have made your college selection, then notify the colleges that you will not be attending and you will be giving up the scholarship that was reserved for you.
- Some scholarships require essays. Essays should be written at least 3 times. Essays are key; give the reader exactly what they want to hear. (Have an English Teacher proof).
- Letters of recommendation – start early, allow six to eight weeks for these to be written. Have at least one school official do a letter (preferably two) – principal, counselor, teacher. Students need to select people that can write and can attest to their skills and ability (no family members).
- Don't forget to enclose a transcript. In some instances students have been disqualified because one was not enclosed.
- It is important that students use their two excused Senior College days to visit college campuses. For departmental scholarship consideration, it is mandatory that students visit the Dean or Assistant Dean of the college. Personal contact and exposure with college officials is extremely important.

## AFTER COMPLETING YOUR APPLICATION

- Once you have completed a draft of your application, put it away for a couple of days, and come back to it. NEVER ACCEPT YOUR FIRST DRAFT AS A FINAL EFFORT. There are always things which can be improved. Review your application for typos, spelling errors, incomplete answers and ambiguities. You may want to have someone else look at the application and make suggestions.
- Although you should not be a "pain" or a "pest", you should feel free to call The College Admissions Officer after submitting your application if you have something important to add or to ask. Again, if you decide to submit supplemental information, be sure to label it correctly. Your college counselor will also be in touch with the Admissions Office to serve as an advocate for your application.

## APPLICATION CHECKLIST

TEST REGISTRATION DEADLINE:

SAT \_\_\_\_\_  
 Ach \_\_\_\_\_  
 ACT \_\_\_\_\_

TEST DATES:

SAT \_\_\_\_\_  
 Ach \_\_\_\_\_  
 ACT \_\_\_\_\_

Write names of Colleges in these columns:

Requirements:

Type(s) of test(s)

Application Fee:

Essay Topic(s)

Interview:

Official Deadlines:

Early action deadline:

Date application due to

Date application due at College:

Financial aid application deadline:

FAF or FAS application deadline:

Candidate notification date:

Candidate reply date:

**Personal Timetable/Checklist:**

Essay(s) completed

Application completed and given to  
with high school record and  
counselor forms

Application mailed to college by

Acknowledgement received

1st recommendation form delivered to

2nd recommendation form delivered to

SAT/Achievement Test/ACT Scores  
requested to be sent to college

FAF or FFS completed and mailed  
(after January 1)

Institutional financial aid form  
completed and mailed

# **THE COLLEGE INTERVIEW**

## **WHAT IS IT?**

The interview is a conversation – an exchange of information – lasting between thirty minutes and one hour between two people who share a common purpose. You, the applicant, want to tell the interviewer about yourself, and you want to hear more about the college. The interviewer from the admissions office wants to hear about you, and to tell you more about the college.

It is normally the only time in the application process in which you appear as real, live person rather than a written representation of you on paper.

## **HOW IMPORTANT IS IT TO INTERVIEW?**

This varies from college to college. Some colleges recommend interviews, but fewer actually require them. Although the practice of interviewing applicants seems to be fading, many admission officers indicate that an interview can make a difference, particularly in the case of a marginal applicant. It provides an opportunity to put a face with a written file, and to give you an extra boost. Some admission officers also suggest that students should interview if they live within 200 miles of the college (because the college might wonder why they chose not to do so), and that students who are terribly shy, crack under pressure, or have a tendency to come off as arrogant might be better off NOT interviewing, if given the option.

Typically, the interview notes are placed at the back of an applicant's folder, and are used to confirm the rest of the material in the file.

## **OBJECTIVE OF THE INTERVIEW**

The main objective of the interview is to distinguish yourself from the pool of applicants – to make yourself memorable.

## **TYPES OF INTERVIEWS**

There are basically four types of interviews involved in the college admission process:

1. ***On campus, one-on-one interview:*** This is the most important type of interview because the source of the judgment is known and there is a broad basis for comparison.
2. ***On campus, group interview:*** This type of interview rarely provides significant insights about an applicant except when a student is able to distinguish himself with an interesting, insightful question. The primary purpose of the group interview is to provide applicants with information about the college.
3. ***Alumni interview:*** This type of interview is becoming more important as graduates become more aware of what the college is looking for in its applicants.
4. ***College-rep high school visit:*** This is not technically an interview unless a student meets one-on-one with the admission representative. The student should also try to schedule an interview on the college campus.

## **PREPARATION FOR THE INTERVIEW**

In preparing for your interview, you must first decide what you want to achieve. How do you want to be remembered? How can you get this across? How can you erase any doubts about a weakness in your record? How can you find out if the college is the right one for you?

In determining your strategy, you need to do the following:

- . analyze your personality
- . consider and assess your academic experience
- . evaluate your extracurricular interests and activities
- . examine your goals and values
- . clarify what is important to you
- . consider which of your attributes best match what the college is seeking in its applicant.

Admission officers usually cover the following areas in an interview:

- . you and the world around you
- . your high school experience
- . the college

In order to present a picture of yourself as a unique applicant, you must know yourself very well. Taking the following inventory may be helpful – simply check off all the words which apply to you, and notice any pattern which is revealed:

(Know Thyself Vocabulary list taken from the College Board's *Campus Visits and College Interviews*.)

- |  |  |  |  |  |
|--|--|--|--|--|
| <input type="checkbox"/> reliable        | <input type="checkbox"/> analytical    | <input type="checkbox"/> reflective    | <input type="checkbox"/> careful         | <input type="checkbox"/> agreeable     |
| <input type="checkbox"/> eager           | <input type="checkbox"/> stable        | <input type="checkbox"/> sociable      | <input type="checkbox"/> attentive       | <input type="checkbox"/> conservative  |
| <input type="checkbox"/> trustworthy     | <input type="checkbox"/> tactful       | <input type="checkbox"/> determined    | <input type="checkbox"/> daring          | <input type="checkbox"/> optimistic    |
| <input type="checkbox"/> relaxed         | <input type="checkbox"/> modest        | <input type="checkbox"/> independent   | <input type="checkbox"/> private         | <input type="checkbox"/> introspective |
| <input type="checkbox"/> lively          | <input type="checkbox"/> serious       | <input type="checkbox"/> understanding | <input type="checkbox"/> individualistic | <input type="checkbox"/> energetic     |
| <input type="checkbox"/> entrepreneurial | <input type="checkbox"/> clever        | <input type="checkbox"/> idealistic    | <input type="checkbox"/> supportive      | <input type="checkbox"/> bold          |
| <input type="checkbox"/> confident       | <input type="checkbox"/> strong minded | <input type="checkbox"/> frank         | <input type="checkbox"/> deliberate      | <input type="checkbox"/> formal        |
| <input type="checkbox"/> sincere         | <input type="checkbox"/> forceful      | <input type="checkbox"/> friendly      | <input type="checkbox"/> funny           | <input type="checkbox"/> responsible   |
| <input type="checkbox"/> consistent      | <input type="checkbox"/> poised        | <input type="checkbox"/> conscientious | <input type="checkbox"/> creative        | <input type="checkbox"/> adaptable     |
| <input type="checkbox"/> sincere         | <input type="checkbox"/> thoughtful    | <input type="checkbox"/> inventive     | <input type="checkbox"/> active          | <input type="checkbox"/> versatile     |
| <input type="checkbox"/> loyal           | <input type="checkbox"/> enthusiastic  | <input type="checkbox"/> spontaneous   | <input type="checkbox"/> competitive     | <input type="checkbox"/> clearheaded   |
| <input type="checkbox"/> alert           | <input type="checkbox"/> cooperative   | <input type="checkbox"/> assertive     | <input type="checkbox"/> other           | <input type="checkbox"/> natural       |
| <input type="checkbox"/> mature          | <input type="checkbox"/> generous      | <input type="checkbox"/> successful    | <input type="checkbox"/> strong          | <input type="checkbox"/> other         |
| <input type="checkbox"/> practical       | <input type="checkbox"/> calm          | <input type="checkbox"/> tenacious     | <input type="checkbox"/> tolerant        |  |
| <input type="checkbox"/> thorough        | <input type="checkbox"/> motivated     | <input type="checkbox"/> logical       | <input type="checkbox"/> industrious     |  |
| <input type="checkbox"/> quick           | <input type="checkbox"/> organized     | <input type="checkbox"/> honest        | <input type="checkbox"/> realistic       |  |
| <input type="checkbox"/> cheerful        | <input type="checkbox"/> fun loving    | <input type="checkbox"/> ambitious     | <input type="checkbox"/> warm            |  |
| <input type="checkbox"/> rational        | <input type="checkbox"/> persevering   | <input type="checkbox"/> fair-minded   | <input type="checkbox"/> resourceful     |  |
| <input type="checkbox"/> outgoing        | <input type="checkbox"/> intellectual  | <input type="checkbox"/> empathetic    | <input type="checkbox"/> courageous      |  |
| <input type="checkbox"/> considerate     | <input type="checkbox"/> original      | <input type="checkbox"/> articulate    | <input type="checkbox"/> flexible        |  |
| <input type="checkbox"/> bookish         | <input type="checkbox"/> broadminded   | <input type="checkbox"/> liberal       | <input type="checkbox"/> sensitive       |  |
| <input type="checkbox"/> curious         | <input type="checkbox"/> capable       | <input type="checkbox"/> academic      | <input type="checkbox"/> easygoing       |  |
| <input type="checkbox"/> good natured    | <input type="checkbox"/> helpful       | <input type="checkbox"/> progressive   | <input type="checkbox"/> purposeful      |  |
| <input type="checkbox"/> hardworking     | <input type="checkbox"/> imaginative   | <input type="checkbox"/> patient       | <input type="checkbox"/> adventurous     |  |
| <input type="checkbox"/> supportive      | <input type="checkbox"/> polite        | <input type="checkbox"/> sharp         | <input type="checkbox"/> happy           |  |
| <input type="checkbox"/> sensible        |  | <input type="checkbox"/> firm          |  |  |

## **SAMPLE QUESTIONS YOU MIGHT BE ASKED**

### **PERSONAL QUESTIONS**

- What are your greatest strengths?
- If you could change something about you, what would it be?
- Tell me about your family.
- Who has had the greatest influence on you and why?
- What sets you apart from your fellow students at Hillsboro High School?
- How would your friends describe you?
- Tell me about your upbringing. What is important in your family? On what issues do you have differences?
- Tell me about a good decision you have made for yourself recently.
- Tell me about a situation that you wish you had handled differently.
- If you had three wishes, what would they be?
- What pressures have you felt to conform? How have you gone your own way?
- What is the most difficult situation you have had to face?
- What books and magazines have you read recently?
- What are your favorite television shows? Movies?
- Are there any books or programs which have significantly affected you?
- What play, concert, and museum exhibit or dance recital have you recently attended?
  - What was your opinion of it?
- Who are your heroes (both living and dead)?
- What president would you most like to meet? Why?
- What person has had the greatest impact on the 20<sup>th</sup> century?

### **CURRENT EVENTS**

- What political issues interest you?
- What are you indignant about?
- If you were President, what would you do about the following?
  - Nuclear weapons
  - The deficit
  - The homeless
  - Gun control

### **YOUR SCHOOL AND ACADEMIC RECORD**

- What courses have you taken?
- Which have you enjoyed the most?
- Have you been challenged by school? What has been the most challenging?
- What kind of student are you?
- Do your grades accurately reflect your abilities? Why not?
- Tell me about your school.
- Tell me about your favorite teacher.
- What changes would you like to see at your school?

### **EXTRACURRICULAR ACTIVITIES**

- What activity is most satisfying to you?
- How would your teachers describe your role in the school community? Your friends?
- Tell me about a significant contribution you've made to the school.
- What hobbies do you have?
- What do you enjoy doing for fun or relaxation?
- Tell me what you typically do after school is out each day.
- Have you ever worked or volunteered?
- What do you do with any money that you've earned?

## QUESTIONS ABOUT COLLEGE

- The most important question in this category is “Why do you want to go to college?”
- What are you looking forward to in college?
- What do you hope/expect to get out of college?
- What do you plan to major in?
- What have you taken into consideration in choosing a college?
- Why have you chosen \_\_\_\_\_ College?
- What further information would you like to know about our college?
- What other colleges are you considering?
- Has the thought of NOT attending college ever crossed your mind? What would you do instead?

Although interviewers rarely use this tactic, it is possible that you may be subjected to a “stress interview.” The point is to see how well you respond or perform in a stressful situation. The interviewer may ask “off-the-wall” questions such as “What would you like to talk about?” “Why have you come here?” “There’s an invisible box on my desk which contains things that describe you – what’s in the box?” You can handle these questions beautifully if you:

- Stay cool and calm – take a deep breath.
- Respond honestly. Don’t be afraid to say “I don’t know.”
- If you don’t understand the question, ask for clarification.
- Be courteous and tactful

## QUESTIONS YOU CAN ASK

Deciding upon a college is like making any other decision to make a major purchase. You need to ask plenty of questions about the product.

Interviewers expect good applicants to come prepared with several well thought out questions. They can center on the following topics:

- The students
- Campus facilities
- Campus activities and social life
- The surrounding community
- The faculty
- Academics

NOTE: Be sure you do not ask a question which could easily be answered by reading the college’s catalogue or application form.

## POSSIBLE QUESTIONS TO ASK

- What region do the majority of students come from?
- What is the current percentage of students from public schools? From private schools? from parochial schools?
- What is the mixture of careerists, intellectuals, strivers, and loners on campus? Does any group dominate?
- What is the religious makeup of the student body? What religious clubs are there on campus? Do they conduct activities? How many students belong?
- What do students like most about the college? Like least?
- How important is student government in the life of the college? Has the student government made any real contribution to the school? How do you get into student government?
- What is the mood on campus?
- What political, social, or academic issues concerned students last year? How did the administration react? What was the resolution?
- How well are women accepted into the academic life of the college? Are female students’ academic aspirations treated seriously? Is there any sex discrimination?
- Is there a drug culture on campus? How prominent is it? Is there pressure to conform?
- Are there any particular tensions on campus of which I should be aware?
- What do students do for fun?
- What happens on weekends?

## POSSIBLE QUESTIONS TO ASK cont.

- What percentages of students leave campus on the weekends? (If more than 20%, ask why.)
- What is the role of fraternities and sororities on campus? If I didn't wish to join, would I have a satisfactory social life? Has the administration placed any restrictions on hazing and initiation rites? How was this received?
- What role do team sports play in the social life of the college? What happens on football or basketball weekends? If I didn't want to join in, would I find other kindred spirits?
- How difficult is it to make a team?
- What were the social or cultural highlights last year?
- How does the college go about choosing freshman roommates?
- Does the college provide housing for all four years?
- What choices will I have as a freshman? As a sophomore? As a senior?
- Are the dorms quiet enough for studying? Where else do people study?
- Do certain types of students tend to live in particular dorms?
- Is there something I should know about housing here that would help me in my choice?
- What kinds of dining facilities exist on campus?
- Are there different priced meal plans? Are meal plans included in the fee structure?
- What is your opinion about the value of meal plans?
- What kinds of food plans are there: All-you-can-eat? Vegetarian? Kosher?
- What kinds of facilities does the student center have? Is it a magnet for student activities? What other hangouts are there?
- What recreational activities are not described in the literature you sent me?
- Are practice rooms and art studios available? What arrangements would I have to make for their use?
- Are students satisfied with the health services offered? Are there complaints? What are they?
- If I have a special health problem, will I be able to handle it on campus, or will I have to go off campus?
- Is there a doctor, nurse, psychologist, career counselor available on campus? What is the waiting period for appointments?
- What services are offered for special students? Is the campus completely accessible to the wheelchair bound? Are there readers for the visually impaired? Are there note-takers for the hearing impaired? Is there a counselor for disabled students?
- What access do freshmen have to computers or other special equipment? Are there word processors?
- Does the library have special hours during reading and exam week? Is there room for everyone who wants to study there?
- If I need books that the library didn't have, where could I turn?
- What has been students' experience with the library? Have there been complaints?
- What is there to do in town? How would I get there?
- How well do the college and the townspeople get along? Have they worked together on any activity? Are there tensions?
- What is distinctive about education here?
- What is the most popular major on campus? Why?
- How does freshman registration work? How easy is it to get classes I want?
- What are the strengths and weaknesses of your advising system?
- Are curriculum changes contemplated? How will that affect my college years?
- How much has the endowment grown in the last seven years?
- Have there been any recent fund-raising campaigns? Did the college reach its goal? What percentage of alumni contributed?
- Has the college recently received any special gifts? For what?

## **HOW TO DRESS**

- As for a business meeting, but in a way that is “you.” You will look and feel ill at ease if you wear a suit and tie if you are not used to it. Avoid fashion extremes.
- You want to make a favorable first impression.

## **HOW TO ACT**

- Be prompt! Get there 5-10 minutes in advance to freshen up and refresh your memory.
- Have a firm handshake.
- Speak clearly and distinctly in complete sentences.
- Use good eye contact.
- Be polite.
- Don’t sit until asked to do so.
- Send a thank you note to the interviewer.

## **OTHER TIPS**

- Don’t be afraid to “toot your own horn” a little without sounding arrogant.
- Avoid memorizing your answers and sounding programmed. Review the questions to clarify your thoughts and understand why you respond the way you do.
- Practice “interviewing” with a friend, parent, teacher, or counselor. Again, don’t rehearse your answers so much that you lose your spontaneity.
- When you role-play, be the applicant first and then play the interviewer. This helps you get into the frame of mind of the admission representative.
- Interview first at your “sure admit” colleges and save your “reaches” for later when you have more experience.
- When you decide you’d like an interview at a college, call right away to get it scheduled. The interview schedule at most selective colleges fills up very early in the application process.
- When you’ve asked a question of the interviewer, LISTEN to the answer. There may be a quiz later!
- “Psyche” yourself up” before going in to the interview.
- Go well-prepared.
- After the interview, go to a quiet place and replay the conversation in your mind. Did you say everything you meant to say? How will the interviewer remember you? This analysis will help prepare you for the next interview.

## **THE ESSAY**

Other than your transcript, the personal essay is perhaps the most important part of your application. This is your chance to let the admission officers who review your paperwork know the real you. The topic you choose, the style and flair of your writing, the substance and depth of your thoughts, and your point of view all reveal something special about you. Additional help found at [www.essayedge.com](http://www.essayedge.com) or [www.collegeadmissionsessay.com](http://www.collegeadmissionsessay.com).

Your essay will be judged on its content, style, and presentation. You should begin to work on your essay early on in the process to allow time for reflection and revision.

### **YOUR TOPIC**

Some colleges designate the topic on which you are to write – others give you a choice of two or three topics or let you select your own.

In deciding upon a topic, you should consider the following:

- Does this topic support the image I want to present of myself?
- Am I familiar enough with the subject to write a credible essay
- Will I be repeating information found elsewhere in my application? (If so, you should probably choose another topic.)
- How many other students will choose this same topic?
- Will this topic be interesting to other people, or just to me?
- Will this topic make the admission officers remember me? This is not to suggest that you choose an outrageous or outlandish topic simply to be noticed.
- What do I want the college to know about me?

You want your topic to reveal your thought processes, your intellect, your deeply-held opinions, and your character. You probably won't go wrong if you write about one of your main interests, a deep feeling, an important insight, one of your best qualities, something that you are passionate about, a major disappointment or satisfaction, or something which has had a significant effect upon you.

### **CRITIQUING YOUR ESSAY**

Now, review your essay and fill in any gaps. Check the following:

- Have you used correct grammar, spelling, and syntax?
- Are your examples as specific and concrete as possible? If you are telling about an event, will the reader feel as if he is "there"?
- Have you written from the heart?
- Are your ideas easy to follow? Are they clearly developed?
- Do your statements flow?
- Is your choice of words interesting and appropriate?
- Will your essay brighten the day of the admission officer and make you memorable?

It is wise to put your essay aside for awhile. When you read it again, you will probably have a clearer vision of how it reads and how it might be improved. Again, **DO NOT ACCEPT YOUR FIRST DRAFT AS YOUR FINAL PRODUCT**. You might also benefit from having someone else read your essay and give you some feedback.

## **SCHOLARSHIPS**

One of the biggest mistakes that many students make when it comes to looking for scholarships is that they self-select themselves out of the applying process. They incorrectly assume that they do not qualify, and so many potentially qualified candidates never bother to apply. Thus, I first encourage all students-if they meet at least single criteria – to apply for a scholarship. If they are not selected, they are just out the time it took to fill out the application. If they are selected, it will have been definitely worth their time.

Colleges want their enrollment to reflect the real world culturally, religiously, economically and geographically. So a wide range of scholarships – need-based, non-need based, athletic and national merit – is offered to match the variety of student needs.

It is necessary to be admitted to a school before the school will offer a financial aid award. Many parents fail to realize that the financial aid office is separate from the admissions office. But colleges will help families. In some small colleges, the financial aid offices will custom-design packages for individual students matching information from the financial aid form with available sources of money.

The financial aid office is the first place to contact for grants or scholarship money. Guidance counselors and libraries, of course, are excellent starting points. Federal sources to check include Pell Grants and Supplemental Education Opportunity Grants. But an often-overlooked area is within your local community – civic organizations, churches, parents' employers, banks, professional associations and businesses. If a student is awarded a local scholarship, this may put him/her in a position to be considered for a scholarship from the national or parent organization.

Family members and friends are still some of the best sources for leads on scholarships. Students shouldn't be shy about enlisting help from anyone they know who might have any knowledge regarding scholarships. Tell them to talk to salesmen, attorneys and clergymen as well as extended family members who can be on the lookout for scholarship leads. The more people students notify, the greater their chances for finding scholarship awards that suit their qualifications.

You have probably heard people say that there are "millions of scholarship dollars that go unclaimed each year." You have probably also talked to parents who have told you that their son or daughter was an outstanding student and could not get a scholarship. Both are true.

The fact is, there are thousands of scholarships; however, most of these scholarships have very specific eligibility criteria (e.g., a student must go to a particular college, be in the top 5% of his/her class and have an ACT of at least 28, or a student must belong to a particular ethnic group, race, religion, have overcome a great obstacle, have great leadership skills, a specific major, etc.).

When it comes to academic scholarships, students generally must have an outstanding GPA (3.5 or better), high test scores (27+ ACT or 1200+ SAT), excellent recommendations, and be involved in extracurricular and/or community activities. To receive an athletic or talent scholarship, a student must truly be outstanding.

Even though it is not easy to obtain academic or talent scholarships, students and parents who are willing to invest the time and energy may find that their efforts pay off handsomely.

### **A. BE PROMPT**

Read and respect all application deadlines. Usually an application will not be considered if it is received after the deadline, regardless of how qualified the applicant is. Be sure to review award information as soon as it is received. If you determine that you meet all the award's requirements, determine what information you should submit (recommendations, ACT/SAT scores, transcripts, etc.) and what other action needs to be taken.

## **B. BE ACCURATE**

Complete every application entirely, leave nothing blank. If a question does not apply to you, indicate so on the form. Be sure to type and provide accurate information. Be complete and concise, but also be creative. The application reviewers want to know “the real you.” Clearly emphasize your ambitions, accomplishments, and unique qualities. Your parents, guidance counselor, or college financial aid officer should be able to answer any questions you might have in completing the application – don’t hesitate to ask. Read the instructions carefully. Mistakes can result in the form being returned or, worse yet, in the application not being considered. Take the time to complete the form right the first time.

## **C. BE ORGANIZED**

Organization is essential. The application process can be lengthy, especially when you are applying for several awards. Make and file copies of every piece of scholarship correspondence you send. You will probably discover that several awards will require the submission of the same information. By holding on to copies of these documents, you can quickly duplicate them and send them off again without wasting valuable time. Keep on file copies of at least three recommendations concerning your academic and non-academic achievements as well as your personal qualities. Also, keep copies of any general application essays you have written that can be recycled for future application forms. If you have a number of impressive achievements (academic achievements, athletic awards, published writings, etc.) develop a complete list and keep it handy for completing applications.

## **D. BE PERSISTENT**

Do not become discouraged if you do not receive an award. Keep your search up and continue to apply for all awards for which you qualify. You probably won’t get the first award you apply for, you may not even get the tenth award you apply for. Sometimes hundreds of people apply for one award; even the best-qualified candidates don’t get an award every time they apply. However, do not abandon your efforts. It may take several rejections to receive one award, but if you need money for your education, your time and efforts will have been well invested.

Remember, out of every 10 scholarships a student identified:

- \* 2 applications will never be received (lost in the mail?)
- \* 2 applications will never get completed (student too busy)
- \* 2 applications will not meet criteria being sought
- \* 2 applications will never be read by reviewers
- \* 2 applications will actually be read by scholarship reviewers

***Students should seek out 50 scholarships to apply for to improve your odds.***

## **E. BE DEDICATED**

Financing your education must be an on-going process. Once the tuition is covered for one semester, look ahead to financing the next one. Realize that financing your education is **your** responsibility. Be sure to work with the financial aid office and comply with all deadlines. Selecting major and joining campus organizations may provide new financial aid opportunities. Stick with it and keep your eyes open for new awards for which to apply.

The latest scholarship information that is received in the guidance office will be posted in the hallway by the guidance office and will be listed on the back side of the Hillsboro High School Weekly Newsletter. **It is your responsibility to read this information and pick up the application forms for those scholarships you qualify for from the guidance office. There are several other sources in the guidance office for locating other possible scholarships.**

## **SCHOLARSHIP RESOURCES**

You now have the power to pick and choose from a wide array of colleges, all of which want you. Colleges want you because they need you. Bright students attract good faculty. Good faculty attracts grant and research money and helps build a college's reputation. A good reputation attracts more students. Bright students, moreover, are likely to succeed after graduation, brag about their alma mater, give it credit for their accomplishments, and make generous alumni contributions to the school.

Colleges that offer academic scholarships fall into two categories. One group will offer an award as an initial recruiting device. These awards usually have quantifiable criteria – a GPA, class rank, SAT/ACT score. The number of awards offered is usually unlimited. Every student who meets the criteria and enrolls in the sponsoring school receives the stated award.

The other group will offer an award after the applicant has been accepted. These schools realize gifted students may have applied to several colleges and gained admission to all of them. To tip the student's choice, they sweeten their admission offer with an academic scholarship. These awards have variable dollar ranges and few quantifiable prerequisites. Take note of this built-in flexibility. It allows for bargaining. A \$2,000 offer can easily be increased to \$3,000 if the college really wants you and believes you will enroll only if you receive the higher offer.

Check to see if awards are renewable. Some colleges will offer you a generous award for your first year, only to strand you later. Do some research to see if the college has special programs for bright students. A student with a 4.0 high school GPA who accepts a full scholarship to a school where the average GPA is 2.0 will probably get bored in class and develop expert doodling skills rather than his or her mind. To challenge brighter students, some colleges have created special honors programs. Each is different, but look for access to senior faculty, special seminars and colloquia, and the opportunity for independent research and interdisciplinary studies. Some universities such as Ohio University, Michigan State, the University of Illinois at Chicago, and Clemson have gone one step further and turned their honors programs into honors colleges. They feature special classes, faculty, and dormitories for participants.

**ATTENTION** “The myth of unclaimed billions in financial aid is exploitative and demoralizing to students and their families. Most aid awarded to students is either from the state or federal government, or from the colleges. Less than 5% of aid is available from outside sources. To have already frugal students paying finder's fees to scholarship search services for the little unclaimed aid that is available is hucksterism at its worst, and in some cases, fraud.” (Pat Somer, Associate Professor of Higher Education at the University of Arkansas.)

### **CAN YOU QUALIFY FOR ACADEMIC SCHOLARSHIPS?**

You have worked very hard in school and it shows. Your grade average is B or better, you stand in the upper third of your class, and your SAT/ACT scores are above the national average: SAT Verbal-427, SAT Math 476, ACT Composite-18.6. Or...you have a wide range of interests and have been active in school, community, and club activities, taking a leading role in organizing and advancing worthwhile programs. Or...You are talented – in music, art, drama, or dance, or writing. Or...You need financial aid that is not based on financial need.

Scholarship search results can be overwhelming. The search site [www.WeeklyScholarshipAlert.org](http://www.WeeklyScholarshipAlert.org) site emails 1-5 scholarship notices each week to parents and college bound students so that they get a gentle reminder to find college money. There is no charge and they do not gather personal information beyond name and email address.

**ADDITIONAL INFORMATION IS FOUND ON THE BACK OF OUR  
COUNSELOR'S CORNER  
NEWSLETTER EACH WEEK**

## **TYPES OF SCHOLARSHIPS AVAILABLE**

### **FEDERAL AND STATE PROGRAMS**

- F. Kansas Teachers Scholarship (\$5,000 yearly). Agree to teach in Kansas for one year for each year of funding.
- B. Kansas Tuition Grant (\$200 TO \$3,000)
- C. Byrd Award (\$1,500 yearly –approx.)
- D. Nursing Scholarships – LPN \$2,500 yearly; RN \$3,500 yearly
- E. State Scholarship Program (Up to \$1,000 based on academic ability and financial need).
- F. Kansas Minority Scholarship (\$1,850 yearly). Need based.
- G. Vocational Education Scholarship (\$500 annually).
- H. Presidential Scholars (\$1,000)
- I. The Military Academies
- J. ROTC

### **INSTITUTIONAL SCHOLARSHIPS AT SPECIFIC COLLEGES**

- A. Academic
- B. Departmental Talent (in music, art, debate, drama, etc. You don't have to major in these areas to apply for a scholarship.
- C. Athletic

### **COMPANY AND FOUNDATION AWARDS**

- |              |                   |
|--------------|-------------------|
| A. Wal-Mart  | E. Prudential     |
| B. Coca-Cola | F. Clairol        |
| C. Tylenol   | G. Sterling Drugs |
| D. Coors     | H. Texaco         |

### **COUNTY OR COMMUNITY PROGRAMS**

- |                    |                                 |                      |
|--------------------|---------------------------------|----------------------|
| A. Lion's Club     | F. Hillsboro Community Hospital | K. Sextro Math Award |
| B. American Legion | G. Earl Wineinger Memorial      |                      |
| C. Co-Op           | H. Marion County Farm Bureau    |                      |
| D. Hillsboro Golf  | I. Teacher's Association        |                      |
| E. Alpha Omega     | J. Wiebe Scholarship            |                      |

### **FINANCIAL AID FROM PRIVATE SOURCES**

One of the best programs is the National Merit Scholarship Program which awards over \$35 million each year to about 7,800 students. High school juniors compete for these awards by taking the Preliminary Scholastic Aptitude Test/National Merit Scholarship /Qualifying Test (PSAT/NMSQT) each October at nearly 20,000 high schools around the country that offer the test

Eligibility criteria, application procedures, number of awards given annually and average award amounts vary tremendously from program to program. Some programs base their awards on financial need, others on need plus other criteria, and still others don't consider need at all.

#### **You might qualify because of your:**

- academic achievement
- religious affiliation
- ethnic or racial heritage
- community activities, civic, cultural, and fraternal groups
- artistic talents
- leadership potential
- athletic ability
- career plans
- proposed field of study
- hobbies and special interests
- parents' employers, union membership, professional association
- military veteran – contact nearest Veterans Administration office
- Social Security – contact Social Security Administration to find out if eligible for education benefits from Social Security if either parent is deceased, disabled, or Retired.

- Ask about benefits from vocational rehabilitation or other social service agencies if you think you qualify for assistance
- Some colleges offer tuition and/or fee waivers to certain categories if student is the child of alumni, or family members.

Since virtually everyone can claim to meet one of these general criteria, some perspective on the subject seems important. Frequently, stories appear in the press about the “millions of scholarship dollars that go begging every year.” Strictly speaking, that’s true, but that doesn’t mean that if *you* go begging for some of them, you’ll necessarily get any!

Many of the scholarships are tied to particular colleges and universities, or programs of study within those institutions. For instance, there actually may be an obscure little scholarship fund for students with a particular last name, but it has to be used at the particular college which administers that bequest. That means you have to be admitted to that college before you can claim any of the funds. If that happens to be a college you have been accepted to and want to attend anyway, terrific! But trying to finance your education in this way is a little like using coupons to get a discount on a product you don’t really want and would never buy under normal circumstances.

Many of the scholarships have very detailed and restrictive eligibility requirements – you might, for instance, have to live in a certain state or region, attend a particular college, pursue a particular course of study, meet certain high academic standards, and demonstrate financial need. If you don’t meet them all, you don’t qualify.

Nevertheless, it makes good sense to investigate all possible sources of assistance for which you might be eligible. Check with your guidance counselor, school news-letter and periodically look for notices on your school bulletin board.

Contact your church or synagogue to see if either the local unit or national organization offers any student aid programs. Contact local civic and fraternal organizations, religious groups, and veterans’ posts; many local, state, and national units sponsor some scholarship programs, especially for member’s children.

Ask your parents to check with their employers. Many employers have some form of scholarship or grant aid available to help employees’ children meet educational expenses; sometimes these programs are competitive, with awards based on academic achievement, while others are based on demonstrated need alone. Some employer programs are even offered as employee fringe benefits, particularly in educational institutions and nonprofit organizations.

If your parents are members of labor unions or trade and professional associations, they may discover that these organizations have some type of aid available to assist members’ children. If one of your parents is a military veteran, you might also qualify for some help.

Investigate programs that may be underwritten by local businesses and industries. Community-based Education Opportunity and Upward Bound programs sometimes can assist you in identifying private sources of aid, too.

Take a few hours to go through books in your library about sources of financial aid. You could be pleasantly surprised to discover that there is a local, regional, or national scholarship program aimed specifically at someone with your particular experiences, talents, part-time employment history, career plans, or proposed field of study.

## **SCHOLARSHIP SCAM ALERT**

*If you must pay money to get money, it might be a scam.*

Every year there are a few scams based on imitations of legitimate foundations, scholarship sponsors, lenders, and scholarship search companies. They may even have official-sounding names, using such words as “National”, “Federal”, “Federation”, “Division”, “Foundation”, and “Administration” to fool unwary students and parents into thinking that they are federal agencies or grant-giving foundations. Unfortunately, a college education costs a lot of money. While looking for creative ways to pay for school, students and their families often fall prey to such scams. The lure of “FREE MONEY” can fool even skeptical people.

This page provides advice on identifying scams, and includes a list of suspicious scholarship opportunities.

### **COMMON SCHOLARSHIP SCAMS**

Some typical scholarship scams are listed below. These descriptions are based on actual scams. Many of these scams are designed to encourage you to send them money up front. You will get little or nothing in exchange for your money.

Scholarship scams are unusual in that the scam operation can persist in a city for years before people begin to catch on. Many parents write off the expense, thinking that their son or daughter just didn't win the scholarship. Even when they feel that they've been cheated, few people are stubborn enough to try to take advantage of guarantees.

- THE SCHOLARSHIP WITH AN APPLICATION FEE: This scam looks just like a real scholarship program, but requires an application fee. If the “foundation” receives a few thousand applications, they can pay out a \$1,000 scholarship or two and still pocket a hefty profit, if they happen to award any scholarships at all. In some cases this scam is run by a student, who then “wins” the scholarship. We believe that the average scholarship scam gets 5,000 to 6,000 responses. At fees that range from \$5 to \$179, this can represent a significant sum of money.
- THE LOW-INTEREST LOAN: This scam offers you a very low interest educational loan, and usually includes a requirement that you pay money before you receive the loan. For example, they may require an application fee, or ask for an origination or insurance fee up front. (Real student loans require the origination and insurance fees upon disbursement, not application.) If the loan is not issued by a bank, it is probably a scam. Show the offer to your local bank manager to get their advice.
- THE SCHOLARSHIP PRIZE: This scam tells you that you just won a \$10,000 college scholarship, but you have to pay some money before they can release your prize. The excuses will sound reasonable, such as paying for the taxes or paying a “disbursement” or “redemption” fee. Winning a scholarship shouldn't cost you a cent, and scholarship sponsors are not required to withhold taxes from their awards.
- THE SCHOLARSHIP SEARCH SERVICE: A scholarship search service that guarantees that you will win a scholarship or they will refund your money is probably a scam. They may simply pocket your money and disappear. If they do send you a report of matching scholarships, you will find it extremely difficult to qualify for a refund. If you do receive a refund, it may be in the form of a US Savings Bond, which is worth only half the face value if you cash it in immediately.

# NCAA FRESHMAN-ELIGIBILITY STANDARDS

## Quick Reference Guide

Thinking about possibly playing Division I or Division II sports?  
If so.....**KNOW THE NEW RULES and PLAN AHEAD WITH YOUR COUNSELOR!**

### Core Courses

**NCAA Division I**  
**As of August 1, 2008**  
Requires 16 core courses

**NCAA Division II**  
**As of August 1, 2013**  
Requires 14 core courses

This applies to any student first entering any DI college or university on or after August 1, 2008.

**PLEASE NOTE:** Students planning to attend an NCAA Division II institution will be required to complete 16 core courses beginning August 1, 2013.

| <b>Division I</b><br><b>16 Core-Course Rule</b>  | <b>Division II</b><br><b>14 Core-Course Rule</b>  |
|--|---|
| <b>16 Core Courses:</b><br><br>4 years of English.<br><b>3 years of mathematics (Algebra 1 or higher)</b><br>2 years of natural/physical science<br>(1 year of lab if offered by high school).<br>1 year of additional English, mathematics or natural/physical science.<br>2 years of social science.<br><b>4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).</b> | <b>14 Core Courses:</b><br><br>3 years of English.<br>2 years of mathematics (Algebra 1 or higher).<br>2 years of natural/physical science<br>(1 year of lab if offered by high school).<br>2 years of additional English, mathematics or natural/physical science.<br>2 years of social science.<br><b>3 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).</b> |

### TEST SCORES

Division I has a sliding scale for test score and requirement grade-point average.

Division II has a minimum SAT score of 820 and ACT sum score of 68.

- The **SAT** score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The **ACT** score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.**

### GRADE POINT AVERAGE

- Only core courses are used in the calculation of the grade-point average.
- Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)
- Division I GPA requirements are listed on the web site, Division II GPA requirement is a minimum of 2.000.

## TALKING TO THE COACH

Once you enter college, your most important adult relationship will be with your coach. Your coach is your trainer, teacher, advisor, and most of all, your parent away from home. College freshmen are not accustomed to communicating with the coach, and the parents find themselves in a strange place, not knowing their boundaries in communicating with the coach. It is very important for high school athletes and their parents to become trained and accustomed to dealing with the coach the right way before they enter college.

During the high school years, learn to deal with the coaches of your teams. As in any other groups of people, you will meet coaches whose personalities you like or dislike and whose techniques you may not understand. Use this time to train yourself to find a way to communicate with your coach. Here is some advice for both the students and the parents:

To the students:

1. Find out what the coach's expectations are on and off the court and follow them. If your coach says that practices missed before a tournament means no play time, understand the consequences if you choose to miss a practice. Don't ask for favors or expect sympathy.
2. Figure out when and where it is best to discuss problems with the coach. Your coach has his or her own stress and a personal life away from the sport. Be considerate and do not assume that you are the coach's life!
3. Learn to take criticism. Always remember that if your coach had no dreams or hopes for you, he/she would not bother to criticize you. Use criticism to improve your technique. Don't compare yourself to others. Always ask, "What can I do to improve?"
4. Talk to your coach directly rather than behind his or her back.
5. Evaluate your problem carefully and practice stating it without becoming emotional.

To the parents:

1. Learn about the coach's and the organizational expectations and remind them to your child if he or she seems to forget.
2. Listen to your child's problems. Often that is all he or she needs. If the problem seems serious, encourage your child to talk to the coach.
3. Be a team member. Keep the bragging to yourself and offer compliments to other athletes, even if they take your child's place in the competition.
4. Stay active in supportive roles. Turn your nervous energy to a positive outcome by becoming a good cheerleader, offering rides, baking bread, etc. By being active, you can indirectly learn more about the coach's ways and philosophy.
5. At all times, keep your negative comments about the coach and other athletes away from your child. Discuss them with your spouse or with another adult outside the sport. Get involved only if all things fail.
6. If the problems persist and if you still want to contact the coach, simply ask the coach to make time for your child to talk. Getting involved without your child's consent can backfire on you.
7. Remember that this is your and your child's training period. The more you become involved in communicating with the coach now, the better your child will be prepared to do it in college. Your child will not have you then.

# APPRENTICESHIPS

An apprentice is an inexperienced worker who signs a contract to participate in a trade-training program for a set period of time. The apprentice is working at perfecting their skills. They are usually given a period of time to complete their training.

Today's high school graduates have the choice of many apprenticeships. These may include but not limited to construction, plumbing, electrical, musical, fashion, landscaping, auto, etc. This is another option to prepare students for a career that will allow them to work while attending classes. This is ideal for students who need a steady income immediately after completing high school or have a desire to go to work.

I Apprenticeships provide:

- Challenging curriculum for individuals 16 years of age or older.
- A planned training entry-level position on a career pathway.
- A combination of on-the-job training and related classroom training.
- Certification of competency measured by industrial standards.

II Apprenticeship programs require:

- You to complete certain course work.
- A high school diploma or currently attending high school.
- That you pass an aptitude test.
- Proof of physical ability to perform the duties of the trade.
- Proof of a valid driver's license.

III Apprenticeship programs are looking for people who have the mechanical and mental abilities to master a skill. Requirements emphasize four qualifications.

- Age.
- Education and solid background in reading, writing and basic mathematics.
- Physical condition
- Aptitude.

The best sources for assistance and information in apprenticeships are vocational and career counselors at local, state and national employment agencies. Students can also get information from the offices of The Bureau of Apprenticeship and Training.

# MILITARY

Military service is a wonderful option for career preparation. The various branches of the armed services compete with industry, colleges, trade and technical schools for recruits.

1. Young people are attracted to the military for various reasons including:

- Travel
- The need for employment
- A sense of civic duty and service for our country
- Occupational training
- Educational opportunities

2. The Armed Forces consists of 4 major branches:

- Army
- Navy
- Air Force
- Marines
- Coast Guard and Air National Guard/Reserve

3. Each branch of the military has its own mission and character, its own incentives, bonuses and recruitment strategy. All service branches require:

- High school graduation or GED with college credits
- Aptitude tests
- Physical exams, drug screening and criminal background check
- The need for recruits in a specific job
- ASVAB (Armed Services Vocational Aptitude Battery) test

4. Most active-duty programs range from 3 to 6 years. Enlistments are typically 3 to 4 year commitments. People who join the reserves are on active duty through basic training and job training.

5. The number one purpose of the military is to defend the United States of America, not to provide education and training.

There are some full-time educational programs that include full pay, allowances, tuition and/or related fees. Some programs allow enlisted personnel to take college courses that, together with additional military training, enable them to become commissioned officers. Apprenticeship programs are structured into Army, Navy and Marine training programs. Armed services enlistees train in the mechanical and technical areas. Apprenticeship accreditation can cross over to the civilian world of work. The ROTC is one such program that offers scholarships for students in college to take specified courses.

- The 40 year program leads to an entry-level commission and bachelor degree
- ROTC scholarships pay tuition, required fees, textbooks and provide an allowance for each month a student is academically enrolled

## General Military Enlistment Qualifications

**AGE:** Must be at least 17 and not yet 35 years old. Consent of parent or legal guardian required if 17 years old.

**CITIZENSHIP STATUS:** Must be either (1) US Citizen, or (2) an immigrant alien legally admitted to the US for permanent residence and possessing immigration and naturalization documents.

**PHYSICAL CONDITION:** Must meet minimum physical standards listed below to enlist:

- **Weight:** There are minimum and maximum weights, based on percentage of body fat
- **Vision:** There are minimum correctable vision standards
- **Overall Health:** Must be in good health and pass a medical exam. Certain diseases or conditions may exclude persons from enlistment. i.e. diabetes, severe allergies, epilepsy, alcoholism, and drug addiction. Some military occupations have additional physical standards.

**EDUCATION:** High school graduation is desired by all services and is a requirement under most enlisted options.

**APTITUDE:** Armed Services Vocational Aptitude Battery (ASVAB)

- Requires a minimum entry score which may vary by service and occupation
- Is a test that can help you with educational and career planning
- Provides academic and occupational composite scores
- Is a three-hour free exam administered at your high school
- Does not incur a military obligation
- May be taken by 10<sup>th</sup> – 12<sup>th</sup> graders

**MORAL CHARACTER:** Must meet standards designed to screen out persons likely to become disciplinary problems. Standards cover court convictions, juvenile delinquency, arrests, and drug use.

**MARITAL STATUS AND DEPENDENTS:** May be either single or married

**WAIVERS:** (case by case basis)

**HELPFUL WEBSITES:**

[www.army.com](http://www.army.com)  
[www.navy.com](http://www.navy.com)  
[www.uscg.com](http://www.uscg.com)  
[www.af.com](http://www.af.com)  
[www.mc.com](http://www.mc.com)  
[www.ngb.dtic.com](http://www.ngb.dtic.com)

For additional information see the Military Career Guide at [www.militarycareers.com](http://www.militarycareers.com)

### MILITARY ACADEMIES

For those who want to serve their country AND earn a highly regarded 4 year degree, the military or service academies are worth a look. Getting in is highly competitive, but the entire cost, including tuition and room and board, is paid for by the US government.

**For more details, contact the academies:**

|             |  |                 |  |
|-------------|--|-----------------|--|
| US Military | <a href="http://www.usma.edu">www.usma.edu</a> | Merchant Marine | <a href="http://www.usmma.edu">www.usmma.edu</a>       |
| Naval       | <a href="http://www.usna.edu">www.usna.edu</a> | Air Force       | <a href="http://www.usafa.af.mil">www.usafa.af.mil</a> |
| Coast Guard | <a href="http://www.cga.edu">www.cga.edu</a>   |                 |  |

## **VOCATIONAL AND TECHNICAL SCHOOLS**

The purpose of a career or vocational-technical education is to prepare a high school graduate to obtain and hold a job. The relationship between education and work is important. The more you invest in your education, the more valuable you are to your employer and the more you will earn!

1. A good high school education is critical to whatever field you wish to enter. Employers want you to:
  - Be able to read and write well
  - Communicate effectively with other people
  - Get along with other people and your co-workers
  - Be able to think and reason in safe acceptable creative ways
2. Career educators state that high school graduates really need to continue their education and get a degree. It is no longer an option.
3. Vocational-Technical schools provide:
  - Hands-on educational experience
  - Classrooms that represent actual job experiences
  - Instructors who are experienced in the subject area
  - Assistance when entering the workforce once your training and education are complete
4. Visit the vocational or trade school of your choice and take time to:
  - Speak to students who are attending classes
  - Visit during class time
  - Ask students why they chose that institution
  - Ask students their opinion of their education
5. Continuing education throughout your lifetime will become more and more necessary as the job market becomes more competitive.
6. Students with a vocational-technical education will have the advantage when the time comes to learn new skills. Their training will provide them with basic thinking and problem-solving skills that make it possible to absorb new technologies.

## WEBSITES FOR THE 21<sup>ST</sup> CENTURY GRADUATE

### COLLEGE INFORMATION:

|                                    |  |
|------------------------------------|--|
| ACT .....                          | <a href="http://www.actstudent.org">www.actstudent.org</a>   |
| Colleges by State .....            | <a href="http://www.mit.edu:8001/people/cdemello/univ.html">www.mit.edu:8001/people/cdemello/univ.html</a> |
| College Board.....                 | <a href="http://www.collegeboard.com">www.collegeboard.com</a>   |
| Campus Tours.....                  | <a href="http://www.campustours.com">www.campustours.com</a>   |
| NACAC for parents & students ..... | <a href="http://www.nacac.com/p&amp;s.html">www.nacac.com/p&amp;s.html</a>                                 |
| Collegeview Search.....            | <a href="http://www.collegeview.com">www.collegeview.com</a>   |
| Peterson's Guide to Colleges.....  | <a href="http://www.petersons.com">www.petersons.com</a>   |
| NCAA Eligibility Guide .....       | <a href="http://www.ncaa.org/eligibility/cbsa">www.ncaa.org/eligibility/cbsa</a>                           |
| The Princeton Review .....         | <a href="http://www.review.com">www.review.com</a>   |

### CAREER INFORMATION:

|                                     |  |
|-------------------------------------|--|
| Planning a Career .....             | <a href="http://www.adventuresineducation.org">www.adventuresineducation.org</a> |
| The Career Key .....                | <a href="http://www.careerkey.org">www.careerkey.org</a>                         |
| Occupational Outlook Handbook ..... | <a href="http://www.bls.gov/oco">www.bls.gov/oco</a>                             |
| University Career Centers .....     | <a href="http://www.careerresource.net">www.careerresource.net</a>               |
| Fedworld.gov.....                   | <a href="http://www.fedworld.gov">www.fedworld.gov</a>                           |
| Military Career Center .....        | <a href="http://www.militarycareers.com">www.militarycareers.com</a>             |
| Job Board .....                     | <a href="http://www.collegeJobBoard.com">www.collegeJobBoard.com</a>             |

### SCHOLARSHIP/FINANCIAL AID INFORMATION:

|  |  |
|--|--|
| FAFSA .....                                  | <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>   |
| Financial Aid Estimator.....                 | <a href="http://www.finaid.org/calculators/finaidestimate">www.finaid.org/calculators/finaidestimate</a> |
| Horace Mann Scholarships .....               | <a href="http://www.horacemann.com">www.horacemann.com</a>   |
| Lunch Money.....                             | <a href="http://www.lunch.money.com">www.lunch.money.com</a>   |
| Financial Aid Tips from NASFAA .....         | <a href="http://www.nasfaa.org/Home.asp">www.nasfaa.org/Home.asp</a>                                     |
| FastWeb .....                                | <a href="http://www.fastweb.com">www.fastweb.com</a>   |
| FinAid .....                                 | <a href="http://www.finaid.org">www.finaid.org</a>   |
| Wired Scholar.....                           | <a href="http://www.wiredscholar.com">www.wiredscholar.com</a>   |
| United Negro College Fund.....               | <a href="http://www.uncf.org">www.uncf.org</a>   |
| College Goal Sunday (FAFSA assistance) ..... | <a href="http://www.collegegoal.org">www.collegegoal.org</a>   |

### TESTING AND STUDY SKILLS:

|  |  |
|--|--|
| College Board Online .....               | <a href="http://www.collegeboard.org">www.collegeboard.org</a>     |
| ACT .....                                | <a href="http://www.actstudent.org">www.actstudent.org</a>         |
| TESTPREP.COM.....                        | <a href="http://www.testprep.com">www.testprep.com</a>             |
| College Admission Testing (Kaplan) ..... | <a href="http://www.kaplan.com/precoll">www.kaplan.com/precoll</a> |
| Kansas Homework (online tutoring) .....  | <a href="http://www.kslib.info">www.kslib.info</a>                 |
| SAT .....                                | <a href="http://www.collegeboard.com">www.collegeboard.com</a>     |

### MINORITY STUDENTS:

|                                      |  |
|--------------------------------------|--|
| Hispanic Scholarship Directory ..... | <a href="http://www.scholarshipsforhispanics.org">www.scholarshipsforhispanics.org</a> |
| Talented Minority Students.....      | <a href="http://www.inroads.org">www.inroads.org</a>                                   |
| The National Urban League .....      | <a href="http://www.uncf.org">www.uncf.org</a>   |